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The NORTH CENTRAL ASSOCIATION QUARTERLY

Association Notes and Editorial Comments
The Community and the Educational Program
Educational Philosophy and the Educational
Program

Meaning of New Program of Accrediting Schools
Liberal Arts Colleges and Contemporary Problems
Teachers Colleges and Contemporary Problems
New Study of High School-College Relations
Revised Constitution of the Association

Fifty-fifth Annual Meeting of the Association,
Palmer House, Chicago, March 20-24, 1950
Theme: "Education at Mid-century"

VOLUME XXIV

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THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of Colleges
and Secondary Schools*

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ASSOCIATION NOTES AND EDITORIAL COMMENTS

CORRECTIONS IN LIST OF INSTITUTIONS OFFERING COURSES IN LIBRARY SCIENCE

INFORMATION has reached the *QUARTERLY* concerning certain errors in the "Directory of Institutions of Higher Learning Offering Courses in Library Science" which was published in October, 1949. The following are accredited by the Board of Education for Librarianship of the American Library Association and therefore should have been starred (*):

*Catholic University of America, Washington, D. C.

*Emory University, Atlanta, Georgia

The following institutions were omitted from the list:

Augustana College, Sioux Falls, South Dakota, 6 semester hours.

College of St. Francis, Joliet, Illinois, 18 semester hours.

GROWTH FROM WITHIN

THE North Central Association, as everyone knows, is a wholly voluntary organization, extra-legal in every respect. As one meditates upon its more than a half-century of activity, he weighs the reasons why it has achieved its enviable position among educational institutions. The answer lies, one is sure, in the fact that it grows in effectiveness with the years by maturing upon the very problems with which it is concerned.

Evidence of this fact is easy to find in the pages of the *QUARTERLY*. Here, again and again, the reader's attention has been called to the policies, practices and projects which are typical of the Association. The current issue is no exception. In the columns which immediately follow, part of the story of

the Commission on Research and Service is told. Farther along, the newest project, a careful study of more effective high school-college relations, is outlined. In between, the implications of an array of factors and relationships within the orbit of the Association are discussed by several well-known educators. From the pattern of reasoning which they put together, one draws the strong inference that, on the one hand, the Association must be as contemporary as the environment in which it operates; and, on the other, it must project that contemporaneity both upon the past and into the future to establish a firm sense of direction. A stout case is made for this point of view by the writers in question as they discuss the implications of educational philosophy, of community life, and of

self-study by member schools, for the guidance of the Association.

In the animate world all growth comes from within. Indeed, it is the single trait which distinguishes the organic from the inorganic universe. All viable forms renew themselves by taking from their respective environments those elements which are essential to their self-preservation, to the perpetuation of their species, and to their evolution into superior forms. Those which fail to do this die, and come to light in later years only as fossilized remains of a form of life which did not adjust to changing conditions.

Need the close analogy to social forms in general and to the North Central Association in particular be pointed out? The foregoing principle of growth from within would not be strained unduly as a test of life in any institution, be it church, school, or body politic: does it draw from without the elements essential to its vitality as an agency of advancement of those it is designed to serve? Now "environment" has been defined as that which one interacts with. Under this principle, everything which touches the member schools and colleges of the North Central Association falls within its environment; in short, whatever is educational is a potential source of action by the Association.

One illustration of the way in which the Association utilizes its own resources for growth is provided by the agreement of the more than three thousand member high schools to make annual studies of their "own elements of strength . . . to discover those areas in which improvement needs to be made" under selected criteria of membership in the Association. Comparable reports on such a grand scale are provided nowhere else in the secondary field. Another is found in the on-going series, "Unit Studies in American Prob-

lems," now ten years old, prepared under the direction of a subcommittee of the Commission on Research and Service for use by high school pupils. As reported elsewhere in this issue of the *QUARTERLY* sales have touched 150,000—evidence that these units are really "designed to deal realistically with vital contemporary problems." Finally, the array of practical field studies in higher education, participated in with real enthusiasm by scores of colleges in the Association, has stimulated further critical thinking on that level.

Small wonder that the Association moves farther and farther from the conventionalities of its early years as it feeds upon such a strong diet as this!

HARLAN C. KOCH

RECENT ACTIVITIES OF THE COMMISSION ON RESEARCH AND SERVICE

PERIODICALLY a report of the Commission on Research and Service is published in the *QUARTERLY* to acquaint the members of the Association with the work which is being conducted by the various committees of the Commission. Since the last published report, there have been a number of significant contributions by the various committees and subcommittees in an attempt to provide pertinent information of value to member schools and colleges.

The work of the Commission which is planned and directed by a Steering Committee is conducted by three major committees; namely, Committee on Experimental Units, Committee on Teacher Education, and the Committee on Current Educational Problems. Each committee has a number of subcommittees at work on special problems or projects for such periods of time as are necessary to complete the proposed studies. The Steering Committee during the past two years has

had the major purpose of the Commission constantly in mind as it charted the work of the various committees; namely, that of conducting and directing studies which would be of service to Association members in meeting some of their pertinent educational problems.

THE COMMITTEE ON EXPERIMENTAL UNITS

For a number of years, the Committee has been convinced that "there is no better medium for making an immediate effect upon what happens in the classroom than to produce materials that the classroom teacher can put in the hands of pupils for the pupils to read." To put this conviction into practice has been the major work of the Committee for a number of years.

The Committee has now on sale the following units:

LATIN AMERICA AND ITS FUTURE
WHY TAXES
HOUSING IN THE UNITED STATES
CONSERVATION OF NATURAL RESOURCES
ATOMIC ENERGY
SPROUTING YOUR WINGS

Units in Advanced States of Preparation

YOUTH AND JOB (revision)
THE FAMILY (new)

Other Units Authorized and Under Consideration

ELECTRONICS
SOUND THINKING
MINORITIES

The Executive Committee of the North Central Association approved a working arrangement with the American Education Press for the publication of the experimental units and the development of experimental units in the future. The American Education Press will present as a part of its promotional program sample copies of certain units to schools who subscribe to current

weekly school publications published by the American Education Press. Such sample copies will be mailed to schools during the school year 1949-50. The Commission on Research and Service is convinced that the new arrangement for publication and distribution of its unit books will make more and better units available and the distribution of such units much simpler.

SUBCOMMITTEE ON LIBERAL ARTS EDUCATION

The Subcommittee on Liberal Arts Education is proceeding this year with seventy-four liberal arts colleges in the study. In the summer of 1948 two four-week workshops were held, one at Minnesota and one at Chicago, in addition to a special week for college presidents at Minnesota in July, 1948. The subcommittee is continuing to sponsor inter-college conferences within the area. A monthly news bulletin is published and the subcommittee is continuing an inter-change of materials prepared by the various colleges. During the year each participating institution receives a one or two day visit from a coordinator.

The program emphasizes self study by each college in an attempt to analyze its needs and to develop a most effective means of serving its students and evaluating those activities. Impact varies tremendously from one campus to another and it is evident that some institutions have been encouraged to make tremendous progress in the improvement of their programs. In some cases these activities have involved curricular reorganization with particular emphasis on general education. In some cases the emphasis has been on improvement of instruction, the development of counselling services, or the reorganization of professional education courses.

The work has been greatly strength-

ened with the recent \$21,000 grant from the Carnegie Corporation for the period July 1, 1948 to June 30, 1951. Dr. Clarence Lee Furrow, Professor of Biology at Knox College, has obtained virtual leave of absence from that institution to become executive director of the study and with him are associated the six coordinators who participate in the college visitation. With this strengthened staff personnel, it is becoming possible to work out the new emphasis of the program which is a tying up of liberal arts college studies with the research programs of university graduate schools. The committee is the liaison agency for enabling graduate students and colleges to get together to carry on studies for their mutual benefit.

SUBCOMMITTEE ON TEACHER PERSONNEL

In 1945, the title of this Committee was changed from the "Committee on Preparation of Secondary Schools Teachers" to "Committee on Teacher Education" primarily to enable the Commission to delegate to the Committee other studies in teacher education than those limited to the field of secondary education. The Committee consists of a Directing Committee whose sole function is to coordinate the work of the three subcommittees; namely, the Subcommittee on Preparation of Teachers by Colleges of Liberal Arts, the subcommittee on Teacher Personnel, and the subcommittee on In-Service Education.

The educational interests served by the North Central Association are deeply indebted to the Subcommittee on Preparation of Teachers by Colleges of Liberal Arts for its most significant contribution to the improvement of teacher education. Schools and colleges have shared in the cooperative studies,

workshops, and conferences which have been sponsored through the efforts of this committee.

For the past several years, the Subcommittee on Teacher Personnel has made two important surveys each year: one, "The Supply of and Demand for Teachers" and the other, "Reciprocity in Teacher Certification."

Because of the critical status of the problem of teacher supply, it seems only fitting that the conclusions of the study reported in March, 1949, by Roy C. Maul, Chairman of the subcommittee, be included in this report. The 1949 study brings to light certain facts from which it seems fair to suggest the following conclusions:

1. No measure of relief from the shortage of well-prepared elementary teachers is yet in sight. Specific figures from the nineteen reporting states from which full reports are available show a 1949 graduating class of 5,612 four-year trained elementary candidates. This figure is 95.5 percent of the number so prepared by the same institutions in 1941 when the shortage of competent elementary teachers was known to be acute. The 1949 percentage has risen from 89.6 a year ago, but this increase will make little or no impact upon the tremendous demand.

Although it cannot be substantiated by state-wide reports, it seems fair to assume that interest in elementary teaching is growing considerably among the student bodies of teachers colleges. This is stimulated by realization on the part of many thinking students that the really fine opportunities of the future lie in elementary education; that the single salary standard is rapidly being adopted; that the attention of the public is being focused upon the vital need for really good elementary teachers; and that the well-trained elementary teacher can progress more

rapidly into desirable locations than the teacher of any of the high school subjects.

2. The shortage of high school teachers is fast disappearing. Only in home economics is the total production in 1949 less than the number of such trained candidates by the same colleges in 1941. In 1949 the graduates of all colleges in the nineteen reporting states eligible to receive standard high school certificates will be 25,159. This is 155 percent of the 16,863 so produced by the same colleges in 1941. The 1949 production of home economics teachers will be no more than 78.6 percent of the number produced in 1941, but in every other high school teaching field the 1949 figure exceeds the 1941 figure despite the fact that an oversupply of available high school candidates in certain teaching fields was known to have existed in 1941. The figures show that in the social sciences and in men's physical education, in particular, the 1949 supply threatens to be far in excess of need.

3. In the 1949 study a serious effort was made to explore "demand for teachers" on the basis undertaken in experimental fashion in 1948. The results are most gratifying in that complete figures are available at both the elementary and high school levels from nine states with a complete elementary report from another state and a complete high school report from another state. These figures confirm the assumption drawn from the "supply of teachers" report.

4. A third and entirely new phase of this study is concerned with the "amount of preparation" of all 114,312 elementary teachers now in service in the nine reporting states (except the city of Chicago). These teachers were divided into six groups according to their preparation in contrast with the

former practice of counting the number of teachers who hold "emergency" certificates and contrasting that number with those who hold standard certificates. This new phase of the study points most directly to the nature of the problem in each of the states because the situation in each state differs from that in all others. Considering the 114,312 elementary teachers in all nine states, it was found that 37.8 percent have had 120 or more semester hours of formal training; 16.7 percent have completed as many as 90 but not more than 119 hours; 24.5 percent have completed as many as 60 but not more than 89 hours; 8.5 percent have completed as many as 30 but not more than 59 hours; 10.7 percent have completed some but not more than 29 hours; and 1.9 percent have not attended college at all.

These nine-state averages mean little to authorities or interested citizens in any state, however, because the states range from Arizona, where 94.5 percent of all elementary teachers hold the bachelor's degree or better, to Nebraska, where only 16.6 percent of all elementary teachers hold bachelor's degrees. Arizona has no elementary teachers in service with no college training and only three teachers with less than 30 semester hours, whereas Nebraska has 1,384 or 17.5 percent of all elementary teachers, attempting to perform this vital task without ever having attended college, and 2,403 or 30.4 percent of all teachers in the state who have no more than 29 semester hours of formal preparation. Other states lie between these extremes, and none closely parallels the average of the nine states.

5. It is sometimes said that the shortage of elementary teachers might be remedied through the participation of more colleges in the training of such

teachers. The existence of more than 1,200 higher institutions participating in the preparation of teachers (with varying degrees of emphasis upon this task) would seem to deny the validity of this statement. The very fact that almost all colleges do undertake this task might well be considered as a prominent factor in contributing to the shortage. National authorities have repeatedly expressed the belief that not more than 300 colleges in America are really prepared to give adequate professional preparation to the potential elementary teacher. With more than 1,200 participating, however, the elementary classrooms of the nation are open to vast numbers of only partially prepared persons who have been given no real insight into the nature of this vital task and who, thus, have no background to stimulate them to continued improvement and continued service. Leaders in American education are concerned not only with the total number of persons who can be prepared to meet certificate requirements, but—with this is their most vital concern—with the *quality* of preparation through which young men and young women will be provided with a professional background enabling them to recognize the opportunities of real professional growth in teaching elementary children. A comprehensive study of the entire supply-and-demand situation on the national, state, and local levels will provide a basis for the more critical examination of teacher education programs through which teachers flow into the elementary classrooms.

SUBCOMMITTEE ON IN-SERVICE TRAINING OF TEACHERS

Stimulating study and discussion of practical aspects of in-service education which might make a difference in classroom work has been a major purpose of the Subcommittee on In-Service Training of Teachers. Representative

of this effort was the organizing of small discussion groups held at the Annual Meeting on March 10, 1948. Another similar series was held at the 1949 annual meeting. Important topics for discussion were: "Improving Inter-group Relations as an Example of In-Service Training," "Practical Aspects of In-Service Education," "Organized Devices for Stimulating In-Service Growth," "Making Workshops Work in Local School Systems," "A Year Around Attack on the Improvement of Teaching," "Enrichment Materials," and "Evaluation Techniques for Improving Instruction."

Another aspect of the work of this subcommittee has been the formulation of principles of in-service education and the suggestion of practical techniques based upon careful research studies. The subcommittee is currently engaged in a study of "incentives" which affect the attitude and interest of classroom teachers. This study is being made by N. D. Cory, Superintendent of Schools, Rochester, Minnesota, cooperatively with this subcommittee and with the University of Indiana. Another study dealing with "workshops" as an important aid to in-service is being organized.

SUBCOMMITTEE ON INSTITUTIONS FOR TEACHER EDUCATION

It may be said that the idea for a cooperative study among institutions for teacher education in North Central Association area came from the experience with a similar study among liberal arts colleges in this area. In January, 1948, Dean J. E. Fellows, Chairman of the Committee on Teacher Education, sent a letter to the seventy-nine colleges of the North Central region which emphasize teacher education asking if they would be interested in a cooperative study. About forty-five of these colleges replied in the affirmative.

At the convention of the North Cen-

tral Association in March the Committee on Teacher Education created a subcommittee to serve as a directing committee for this new project.

Following these meetings in Chicago, Chairman Potthoff sent letters to forty-nine colleges giving them information about the project and inviting them to make application to become participants in it. Each institution which should become a participant would pay a \$200 membership fee.

On April 18, 1948, the Subcommittee on Institutions for Teacher Education met at the Jefferson Hotel in St. Louis. At this meeting twenty institutions were definitely accepted as participating colleges for the first year of the cooperative study. A number of other colleges had indicated interest and expressed a desire to join the project at a later date.

At this meeting the subcommittee decided that a second coordinator for part-time service would be needed. Because of his previous workshop experience with the Liberal Arts Colleges and elsewhere Ernest Mahan, a member of the subcommittee, was named to assist George Hill with the coordinating work.

The Center for Continuation Study at the University of Minnesota was selected as the place for the first workshop and the time was fixed as August 2-27, 1948.

Chairman Potthoff reported at the Commission meeting in March on the activities of the subcommittee to that date.

COMMITTEE ON CURRENT EDUCATIONAL PROBLEMS

The Committee on Current Educational Problems was established in 1943. At that time the name was the Committee on Fundamentals but it has since been changed to the Committee on Current Educational Problems. The Committee at the present time is made

up of three subcommittees, one of which has not yet been appointed. During the school year 1947-48 the Committee on Guidance and Guidance Practices conducted a study concerning the Guidance and Counselling Programs in the high schools of the North Central Association. A brief report of the findings was made before an open session of the Commission on Research and Service at the annual meeting in March, 1948.

An intense interest through the country has been generated in the "Self-Study Guide" which was used in conducting the aforesaid study of guidance and counselling practices. Therefore the Subcommittee on Guidance has been asked to perform an additional function, namely to secure concise, written descriptions of the guidance activities which made it possible for some high schools to rate certain items at "5" on the five-point scales of the "Self-Study Guide."

Following the report of the results of the Guidance Committee's questionnaire it was deemed advisable to ask participating schools which had indicated certain outstanding practices to write a description of such practices. This report appeared in the October 1949 issue of the *QUARTERLY*. It describes outstanding practices in schools arranged in three categories according to enrollment. It is the belief of the committee that such information will help schools in the North Central area to improve their guidance practices. These reports are available in the form of reprints and can be purchased at a nominal sum. The Subcommittee on Audio-Visual Education completed its study and its report appeared in the October 1948 issue of the *QUARTERLY*. Reprints of that study are also available.

A new subcommittee was appointed last year on Exploration of New Studies. At the present time it is exploring

the possibility of a study dealing with problems of fraternities and sororities in the high schools.

The Steering Committee of the Commission recommended that an exploratory study be made of the need for trained teacher-librarians, growing out of Regulation 3 (B) of Policies, Regulations, and Criteria for the Approval of Secondary Schools, of the North Central Association. The subcommittee considered the problems and sent letters to fifty people in the field asking for their help. On the basis of the returns and further consideration by the subcommittee, the North Central Association authorized a working committee to study the general situation of the school librarian and the problems of library training and library training institutions.

The Steering Committee of the Commission on Research and Service and the Administrative Committee of the Commission on Secondary Schools have been meeting in joint sessions for the purpose of considering and screening proposed studies by the North Central Association.

The Commission on Research and Service wishes to emphasize its service function. It is the hope of the Commission that the various subcommittees which may be appointed from time to time will make, through the organization of conferences and workshops, the development of studies, the preparation of bulletins, and the publication of reports, a significant contribution to the educational problems and needs of the member schools of the Association.

T. H. BROAD, *Secretary*
Commission on Research and Service

NEW AND REVISED TEXT UNITS FOR THE SOCIAL STUDIES

IN 1939 the first of a series of text units for the social studies developed by a

committee of the North Central Association was published. The series was produced to fill gaps in the supply of teaching materials and was written for pupils to read and understand as the basic presentation for important social and civic areas not satisfactorily provided for in standard texts. The value of pamphlet material for presenting current problems, many of them controversial and changing rapidly with new developments, seemed obvious. Because of the uncertain financial returns and the difficulty of securing wide use of such temporary materials, few are published and available.

Nearly 150,000 of the first ten units were sold by the cooperating publishing company. In 1946 an arrangement was made with the Charles E. Merrill Publishing Company for revising the more useful of the units and producing new titles to meet new needs. Seven new or revised units are now available for purchase, three more are expected ready for distribution by September, 1950.

The new *Text Units in the Social Studies* are designed to deal realistically with vital contemporary controversial issues. These low-cost books are the result of intensive research by the Committee on Experimental Units of the North Central Association. The authors are acknowledged experts in each field. Moreover, these books are written on the high school reading level and can be used with confidence by every teacher to present reliable, unbiased facts about current problems of society.

Atomic Energy, by R. Will Burnett, is a realistic discussion of atomic energy as a shaping force in our lives today. With remarkable simplicity and clarity this Text Unit presents the basic facts about atomic fission and the possibilities it offers for better living—or for complete destruction. It explains the

science of atomics so simply and clearly that the student can *understand it easily without previous training in science*. Every citizen will want to know what steps must be taken to control the limitless force of atomic energy and make it work for science—for medicine—for better, happier living everywhere. It has been carefully checked by persons associated with the program for utilizing atomic fission and is thoroughly accurate.

Conservation of Natural Resources, by E. E. Lory and C. L. Rhyne, discusses one of the major concerns of our democracy. The dramatic story of America's dwindling supply of soil, water, forests, minerals, and wildlife demands the attention of every citizen today. *Conservation of Natural Resources* makes this important problem real to every student. It tells vividly how we will all pay for the crime of wasting our valuable resources and the steps we must take if we are to save our country before it is too late.

Why Taxes?, by Edward A. Krug and Robert S. Harnack, deals with problems which are the concern of every high school student today. Taxation is one of the basic problems about which people in a democracy must decide. *Why Taxes?* explains clearly why we pay taxes, where tax money goes, and how we can control local, state, and federal tax policies. The use of examples familiar to students makes this complex subject of taxation of immediate interest to them. Many cartoons, pictures, and graphs clarify important concepts presented in the text.

Housing in the United States, by A. W. Trolestrup, discusses a problem already real to millions of Americans. Today housing is no longer an individual problem. Bad housing in our country directly affects the health, welfare, and security of every man, woman, and child in the United States. *Housing in*

the United States presents in simple, concise chapters the causes of the present housing shortage, the standards for good housing in America, the social results of substandard housing and the suggested solutions for this nationwide problem.

Latin America and Its Future, by Ryland W. Crary, presents material of immediate importance to every American because the "future" of Latin America will inevitably affect the success of democracy in the United States.

The historical development, geographical setting, agricultural life and problems, and current developments in mining, industry and transportation in Latin America are covered in this profusely illustrated text. Special attention is given to Latin American relations with the United States and to her cultural trends and social problems in light of the current world scene. The easy-to-read, well-organized material, new maps and many teaching aids make this book valuable for use in high school classes. Its unique contribution is that of presenting a useful study of the whole of Latin America in a booklet which makes possible a valuable unit when only a few weeks of time are available.

Maps and Facts for World Understanding is a ready reference booklet of unusual value for use by classes studying current history and recent developments. It is now available for general purchase and provides a helpful supplement for any type or grade level of social studies in the secondary school.

Through use, the Unit Text materials have proved their value and practicality. The problem of getting teachers to know that they are available is a serious obstacle to their distribution in sufficient quantity to make their publication profitable. The encouragement and assistance of professional educa-

tional organizations such as the North Central Association is essential to their continued production at the present time. The school administrator who makes special provision for informing his teachers about such text materials and for trying them in the classroom is furthering a professional program that is still in the developmental stage.

J. E. STONECIPHER *Chairman,*
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IMPLICATIONS OF THE COMMUNITY FOR THE EDUCATIONAL PROGRAM¹

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HUMAN beings are animals who live together. But they are much more than that. They are animals who live and work together, sometimes at cross purposes, in order not only to survive as animals, but to survive as creatures with moral purposes.

The pattern and process which they constitute as animals living together I now call a *community*. The pattern and process which they constitute as creatures with moral purposes I now call a *society*. One of the institutions charged with the task of transforming gregarious human animals into creatures with moral purposes is the school.

Now I have not made these definitions out of whole cloth. They exist in the very respectable and proper literature of anthropology, sociology, and political science. The terms community and society we ordinarily use interchangeably. But I do not so choose to use them. Why I do not, will, I hope, be made evident before I am finished.

Let me make my case for the difference between a community and a society by offering some comparisons. A bee-hive, an ant-hill, or a flock of sheep constitute a community but they do not constitute a society. They do not constitute a society because their constituents live in but one time dimension, the present; their ways of life are based only upon instinct; they cannot change their ways; they do not whine or complain; they cannot sin against or gossip about each other. In short, they

possess no culture. Plants likewise constitute a community but they do not constitute a society.

How different from bees, ants, sheep, and dandelions, man is. He lives in three time dimensions, past, present, and future; his ways of life are multi-fold and whatever may be instinctive in his make-up is so coated with custom, tradition, and law as all but to erase any trace of instinct; he is continually changing his ways; he whines and complains; he sins and gossips. But he is, so the psalmist has told us, "a little lower than the angels" and has been crowned "with glory and honor." In short he possesses a culture. And to make him even more an enigma he constitutes both a community and a society.

Now I trust that you are not alarmed by my reference to scripture. I have no license to preach. But I do have a license to teach and that is what I am about. I shall have nothing to say about the "fall of man." I am concerned now, as always, only with his rise. I am concerned with the task which falls to the school in the transformation of human beings from only animals, to animals with moral purposes. I am concerned to discuss how the school may aid in making men less a community and more a society.

It is my view, and the view of social science, that the psalmist was pretty optimistic about man's being a second-rate angel. It is not my purpose to shock anyone, but Charles H. Cooley, one of the sages, if not one of the saints of western social thought, tells us that human nature is something which man

¹ This paper and the two which immediately follow were read in Chicago, March 30, 1949, on the general theme, "Meeting Individual and Community Needs in the Secondary School."

does not have at birth, something which he acquires only through fellowship, and something which decays in isolation. I take my departure from this view of man rather than from that of the psalmist. But this does not force me to deny that man may attain something of the grandeur accredited to him in sacred writings. I only take the view that man is naturally neither good nor bad and that he may attain the heights of being only by dint of his living in a society.

But now we have to ask what community and what society, if any specific one, I am talking about. On that score I shall be legitimately non-committal. I am talking about community and society as ways of looking at human beings wherever they are in the round world. I hope that what I say may make some sense about the community and the society called Peoria, Oskaloosa, Munice, or wherever you are the school big-shot, and in which capacity your task is that of making your community less only a community and more a society.

I know that it is now "old hat," though dangerous in some communities, to talk about one world. But the stark and brutal facts are that we have one. And in Mr. Justice Holmes's words we are "In the belly of it; it is not in us." But, mark you! for the most part we are in one world in the community rather than in the society sense. We live in one world in the sense that man is, thanks to the revolution in transportation and communication, now in touch with his fellows on the five continents and the seven seas—and all stops between. Given these facts I know of nothing so pathetic and dangerous as the school which conceives of its task as that of fixing up young people to live a local, cloistered, and parochial existence. More than three centuries ago John Donne told those

of us who care to know that "Any Man's death diminishes me, because I am involved in Mankind." We need to be reminded of it now lest we forget that the answer to Cain's immortal question, "Am I my brother's keeper?" is "Yes." But more of the implications of one world later.

And even though you may say that I protest too much, I am not playing the preacher. I am only trying to say that the difference between a community of human beings and a society of human beings is a great and profound difference. It is as great and as profound as is the difference between the mere nearness of human beings in place and time, and their conscious, loyal, and cooperative devotion to a body of moral ideals. The first kind of relatedness makes a community; the second kind makes a society.

But, as we all know and as I have already noted, human beings do not anywhere constitute *only* a community. Always and everywhere they constitute a society of sorts. Thus it is that the school, in seeking to improve the quality of human relations, does not start from scratch. It starts with the human and natural resources which every local community provides. Moreover, its success is determined, in large measure, by the willingness of the people of the community to cooperate with it in two closely related tasks: in its rendering its community more like a society *by way of* making its boys and girls more intelligent, wiser, and more devoted human beings.

Now if any institution and any profession lives a truly public life that institution is the school and that profession is the teaching profession. By grace of this occasion I am willing to admit administrators into it. It follows that what the school does, is, in a sense, everybody's business. To Mr. Lincoln's "government of the people, by the

people, and for the people" we must now add "education of the people, by the people, and for the people." But both require leaders and specialists.

Of the many and important tasks which are involved in school leadership and specialization I choose to emphasize only the following: the school must know who its publics are. I did not say who its public is. I said who its *publics* are. I use the plural form because the singular makes little if any sense. And who, I now ask, are some of its publics? I name but a few, but even so, as different and diverse as the structure of the modern community finds them. The people who live "across the tracks" and the people who live "on the hill"—the slum and the Gold Coast are not the monopoly of Chicago; the people who make their living by the use of their hands and the people who make their living by the use of their heads; the people who borrow and the people who lend—the simple but significant division of mankind which we owe to Charles Lamb; the people who have slim, if any, margins of spiritual and material security and the people into whose hands, whether by chance, chicanery, inheritance or devices decent, at least the material surpluses of the community have fallen; the people with kids, lots of them, and the people without kids; the people who are inarticulate and know not too well either what they really need or how to get it, and those who are articulate and by whose acts the major economic, political, and cultural policies of the community come into being; and last but not least those, whatever be the factors which make it so, who live little above the level of a community existence, and those, whatever be the quality of their moral purposes, who may be said to constitute a society. If you wish to call each of these pressure groups, you will find me dissenting. Far less than half, by numbers

of individuals, constitute anything like pressure groups. The facts are quite the other way around—they are taking pressure far more than they are laying it on.

My point is this: If we are to have education of the people, by the people, and for the people the school must be interpreted to publics as diverse and as conflicting as these. I need not tell this audience that this is a difficult task. My own brief novitiate first as principal and then as superintendent in a village on the steppes of western Kansas tells me this if I knew it by no other means. It is difficult because people who live differently think and act and believe differently. We do not now have, nor is there prospect of our ever having, that mythical thing called a classless society. We have differences in skills, in interests, in aspirations, and in numberless human potentials. The problem is, however, that of assuring that these differences will not take the form of differences in dignity and respect, or in knowledge about and the right to speak on and rightly influence educational policy.

But the different publics which can be seen from the administrator's point of view have their chief, if not sole, significance in the fact that they are differences of which the teacher must take account. I know of no way to justify school administration except that it have an eye single to the improvement of teaching and the advancement of learning. Education of, by, and for the people is not only an amendment to government of, by and for the people. It is one of the means or levels, indeed finally *the* one through which that kind of government can be secured. But it is not enough to love the truth. The members of the community and their children and their children's children must know how to make it. I say "make it" because I

don't think we find it. That is too chancy a verb to suit me. And if the members of the community are to make it they must have the intelligent *means* to make it. Otherwise they constitute *only* a community. The transformation from community to society comes in and through communication between human beings in their joint endeavor to decide what constitutes not only the true, but the good and the beautiful and then to set about with a will to make them. For it is these—truth, goodness, and beauty—which provide the center of the edifice of a society as well as the mortar which holds together its human bricks and stones.

I have talked of great and diverse differences. I have also talked of the need to improve teaching and increase learning. These are, of course, the only means which the school has at its disposal for transforming communities into societies. And since I have foresworn the possibility and the desirability of the classless society let me now say what is necessary for, and what is the ultimate goal of the improvement of teaching and the increase in learning. I read from H. G. Wells, *The Undying Fire*:

I want simply this world better taught.

I will not suppose that there is any greater knowledge of things than men actually possess today but instead of its being confusedly stored in many minds and books and many languages, it has all been stored and set out plainly so that it can be easily used.

When I ask you to suppose a world instructed and educated in the place of this old, traditional world of unguided passion . . . a world taught by men, instead of a world neglected by hirelings, I do not ask you to suppose any miraculous change in human nature. I ask you only to suppose that each mind has the utmost enlightenment of which it is capable. . . . Everyone is to have the best chance of being his best self. . . . Everyone is to be living in the light of the acutest self-examination.

The problem of how to get such an education is, in the long view, the

problem of organizing the energy and resources of a community to the end that they will give birth to and continually nurture a society. This, in the main, is a problem in economics and politics. But in the nature of the case the school's concern with them is one step removed. I am talking now of teaching rather than of administration.

But I offer no counsel of despair. I counsel only that the school undertake the task for which it is equipped and not the task for which it is unequipped. Furthermore, it must undertake the task which it can complete, and it must address it with the tools and materials, both human and technical, which are in its hands. Otherwise it is bound to fail.

But to be one step removed from economics and politics is not to be aloof from them. The school's chief task I conceive to be an emotional-intellectual one. It is concerned with both heart and head. In this view the school in a democracy must be a place where learning goes on: learning about the values of democracy and the means necessary for their realization. The school is not the economic and political community. But it is in it, and its ultimate purpose is to transform it more and more into the image of a democratic society.

Hence, I hold the view that it is not the school's task to determine what the economics and politics of the community shall be. It *should* not, simply because it *can* not. It is not the great social lever. But it is one of the forces exerting pressure on that lever. And that pressure, for the most part, is one step removed in the sense that the child in the school is only an apprentice citizen. But whether apprentice or full citizen he must know as realistically as the community will permit what those great processes are which give the mould to the common life. The student

must know what the great social processes are, for he will one day direct them. But to direct them he must have a place to stand. That is the community of his own time and place. He cannot change these processes to what they should be unless he knows them as they *are*. If his life task may be seen as changing his community into a better society he will have to change *it*; therefore he had better know all he can about *it*.

But this knowledge must not be only technical. It must be the knowledge which will educate today's youth to judge how adequately or inadequately our present economic, political, and cultural institutions have kept their trusteeship of the ideals with whose keeping and improvement they have been charged. These are the ideals which are older than democracy. They are the values which since the time of Buddha and Confucius, Solomon and Zoroaster, Plato and Aristotle, Socrates and Jesus, men have commonly employed to measure the advance or decline of civilization. Among them are justice, charity, reason, respect, dignity, brotherhood, well-being, and peace. These are, in Kant's terms, our categorical imperatives. It is these which the children of every community must learn to know and use as yard sticks. In the measure that the institutions of their community approximate these ideals then that community is more than a community; it is, by that measure, a society.

To go beyond this, to attempt to dictate what those economic and political means shall be, would require that the school become not only a political party but *the* political party. This would make the school the menial servant of politics rather than the ultimate maker and present critic of it. But "wise governments have always resisted the temptation to make the teacher merely an instrument of state

policy and have, instead, encouraged him to be a responsible exponent of the culture."² This requires that the teacher be both loyal and critical, and seek to make the student both loyal and critical. That this was never more difficult is attested by the present hysteria which has spawned, at every crossroads of America, a witch-hunt for all those not 115 percent "American." But if we are to teach youth one day to make his community less a community and more a society rather than blindly to serve the dictates of some self-appointed social blue-print makers, we must know that it is well-nigh impossible to be critics of our own time and enjoy simultaneously the reputation of being patriots. But it's nice work if you can get it!

Now let me speak briefly about the ends-in-view of the school which would seek fully to meet its obligation in the changing of its community into a society. I think of the task first in terms of the enemies of democratic social organization. These are, (1) *ignorance*, or perhaps more accurately, knowing so many things which aren't true, for it is not ignorance so much as previous mis-education against which the school contends, (2) *muddle-headedness* on whose account we don't know how to protect what little personal and social virtue we may possess and hence will more by chance than intent and purpose become men of reasoned good will, and (3) *moral apathy* which at its best lets us only stumble into the good society and at its worst takes the form of "don't give a damn." In the measure that these enemies are at large in any community it is, by that measure, more a community and less a society. A beehive, an ant-hill, or a sheep fold are more to be desired than a human com-

² Robert Ulich, *Fundamentals of Democratic Education*. New York: American Book Company, 1940, p. 294.

munity in which these enemies are on the loose.

But for the defeat of these enemies of society we have the following weapons. These are, (1) *reliable knowledge* made so by skill in the use of the tools of (2) *critical thinking and inquiry*, both of which get their directions from and have a (3) *passion for the ideals of democracy*. These, in sum, constitute the means and ends of a general education.

Let me now illustrate briefly how these weapons may be used. Let us assume that the ignorance against which a community struggles is the notion—I do not grace it with the term, *idea*—that the measure in which it can realize most fully its social potentials is the measure in which it can “live alone and like it.” But, if you will permit me a second-rate pun it is only a “*novel*” idea that any man or community can do that. Any community which can make itself believe that it is not a part of the seamless web of human existence which now includes all humanity does so by completely shutting its eyes to social reality—or opening them only to the columns of the *Chicago Tribune*. If any community can establish the fact that it has no problems we will mark it too. But it has problems and we know it. And these problems are proof enough that it does not exist in a social vacuum. But the case of its interdependence with the rest of mankind may be made quite as well on the grounds of its absence of problems—if such a case may be supposed.

But how could such a 15th-century notion persist? The answer is to be found in enumerating the enemies: ignorance of the facts of life, muddle-headedness, which in this case is confusing what someone in a community wishes were true with what actually is true, and a willingness to enjoy a questionable “peace in our time” at the

peril of little, if any, forever after.

I choose the case of the presumed political, economic, and cultural isolation of a community from the rest of the world because I believe it is our major social problem. But those who deny it are confusing the problem of *how* we can secure a better integration of communities with the fact that such integration cannot longer go untried. The far day in which the diverse communities of our own nation, not to mention the diverse communities of the world, will find their common purposes in a society which will embrace them all, is indeed a far day. But it is not so far that every step we take inevitably puts us either closer to or more remote from such a society.

The expansion of the community, that area over which men affect each other economically, politically, and culturally—however much they are unaware of it or however much they may seek to deny it—it is the wonder of the age. But I dare say that the expansion of education as one of the most powerful instruments for transforming the community into a society has not been the wonder of the age. If this is educational treason make the most of it! If the school is, as I have remarked, one step removed from the most rugged aspects of the arena of economics and politics it cannot afford to be anything but one step *ahead* as respects its part in reminding its community that the race is one between education and catastrophe.

And now I should like to introduce a spot resolution. I should like to ask where is the place in which this transformation from community to society goes on and where is the place in which many communities come to focus, as we hope they may, in a single society. The answer may be given in the language of Christian ethics and social psychology. In the language of Chris-

tian ethics it is, like the Kingdom of Heaven, *within* you. In the language of social psychology the case is the same but the report is a little longer. In the words of the sociologist Cooley it reads as follows:

In order to have society it is . . . necessary that persons should get together somewhere; and they get together only as personal ideas in the mind. Where else? What other possible locus can be assigned for the real contact of persons, or in what form can they come in contact except as impressions or ideas formed in this common locus? Society exists in my mind as the contact and reciprocal influence of certain ideas named "I," Thomas, Henry, Susan, Bridget and so on. It exists in your mind as a similar group, and so in every mind.³

The role in which I have sought to cast the school is explicit in the title of my remarks, and, I hope, at least implicit in the remarks themselves. But such a role is not only *my* thought about it. It is, if I sense it rightly, the role in which your five-year evaluation program of high schools has cast it. In this

role it is as Counts has suggested, "the American road to culture." But this is not the vapid culture of an Emily Post or a Louella Parsons. It is rather the great body of history, sentiment, ideals, and practices which has come down to us from the past and which even now comes out of the fleeting present. It is this which each generation of our children must both prize and apprise.

If the school can be organized to play this role it will become a middle man. This event holds promise of giving that term a meaning which it does not now have. In economics there is not a little evidence that there are too many middle men and that some of them get us as well as get themselves "in the middle." The only legitimate function of go-betweens is to *bring together*. The school, so conceived will, we may hope, bring the community together to make of it, in the fullest and truest sense, a democratic society. And in the words of John Dewey, schools so conceived will be "dangerous outposts of a more humane civilization and supremely interesting places."

³ Charles H. Cooley, *Human Nature and the Social Order*. Rev. ed. New York: Charles Scribner's Sons, 1922, p. 119.

IMPLICATIONS FROM EDUCATIONAL PHILOSOPHY FOR THE EDUCATIONAL PROGRAM

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THIS is a time of crisis. As long as I can remember, speakers have always started with this statement. Therefore it seems to be a thoroughly respectable practice. But it seems to me that in the history of human affairs, this is *really* a time of crisis. As we look at the world today, we see the general condition of man to be different, and worse, than it has been before. There is a general feeling of anxiety of an unhealthy sort among the rank and file of men everywhere. This anxiety is leading us to the need for mutual destruction. Already in this twentieth century we have killed more of our fellows than in all the rest of recorded history combined, and our mental state at the moment is such that we may find no other alleviation of our anxiety than to continue our bloody course to its logical conclusion, the elimination of the human species from the face of the earth.

This general unsatisfactory condition of man is relatively new, and it seems that it could not come about except that some new and cataclysmic condition must confront us. I believe that that which is new is that we have learned how to produce energy outside ourselves. The difference between having to do everything with our own muscles and having ways of doing them without our muscles is so great that we have not yet been able to adjust in any degree. It so completely changes our way of life, and so dramatically threatens the continuation of life, that it is perhaps as much of an adjustment as had to be made by the creature which emerged from water to land, starting the long development which resulted in man.

The production of energy outside man is very recent, if the long history of man on the earth is taken into account. Except for the use of some water wheels and windmills, it did not start in any significant degree until the invention of the steam engine. While steam had been experimented with and used a little, its practical use can be dated from Watt's engine, invented about 165 years ago. Its development was of course very slow, and it has been only about one hundred years that outside energy has been able to move us about. Lincoln was the first commander-in-chief who could get to a battle front faster than could Alexander the Great.

The production of energy and its uses has been stepped up at a dizzy pace in the last fifty years. The invention of the electric motor and the internal combustion engine modified our lives greatly. But these developments did not begin to disturb us until we discovered atomic energy. Now we have carried the idea of the Watt engine to the extreme that we fear we may not be able to control it, and that we will all be destroyed by our own cleverness.

Let us see what this production of energy has done to us. When I was a boy on the farm, we had no energy outside ourselves except domesticated animals and a windmill. Life was hard, because energy is needed for production, and with that small amount of energy, we had to work long hours to produce enough for survival. But there was a certain air of tranquillity abroad in the land. Man might have to work harder than he would like, but he could reasonably expect to live out his nor-

mal span of life, and die a natural death in bed surrounded by those he had created. Now he does not more than half expect to die a natural death.

One of the new conditions which contribute to man's lack of tranquillity is that he has to revise his notions of space. Throughout his history, he has operated on only one plane. His enemies have had to approach him on that plane, and he has been accustomed to depend on barriers behind which he hid or fortified himself. Missiles from the enemy had to approach him on this plane, and he could return missiles in the same way. The building of the Maginot Line is a classic example of man clinging to this concept after it had been outmoded. Now man can be approached from overhead, and from under the sea. He can be destroyed by an enemy so far above him that he cannot even see him. He has literally no place to hide.

His age-old concepts of time and distance have been destroyed. Nothing is any longer far away. Airplane travel has made it possible for anyone to be anywhere in person in a time span which is negligible. The radio has made it possible for us to be all over the world by the pressing of a button. We used to count on time and distance to protect us from the world—to give us a little insulation, but we are now all at each other's elbows. We cannot now enjoy the luxury of feeling that any human problem is remote from us, and can therefore be postponed or neglected. Our new powers have given us most of the attributes of the ancient gods, who were all-knowing, all-powerful, and everywhere. By acquiring their powers we have destroyed them, and the feeling of security they gave us. The problems we once relegated to our gods we now have to face ourselves.

Perhaps even more devastating is the fact that man's basic reactions to con-

flict situations no longer serve. When confronted with an adverse situation, he has always withdrawn or attacked. He has met his problems by flight or fight. Now neither of these reactions makes any sense. He cannot resort to flight for there is no place on the earth to flee to. He cannot stay and fight, because the power opposed to him is beyond his ability to meet successfully. The flight or fight reactions are so old that we have nothing satisfactory to us to put in their place.

Another basic concept which is being shaken is that man has had no way of distributing the goods of earth except by the sweat of the brow. That means production by human energy. Now it appears that when atomic energy is brought into use for productive purposes, most of the work of the world can be done with it. Man takes a moral attitude toward the virtue of work, and this production will not only disturb his moral values, but it will upset his economics. It will also demand that he find new ways of spending his time. Anxiety regarding this effect of energy is already being felt by the millions who fear they will be replaced by the machine, and become immoral charity recipients.

What the use of outside energy will do to the human body we can only conjecture. It seems certain that the bodies we now know have been built by use, and that use was automatic because of necessity. When we take away the compelling purpose of production for survival, some sort of change seems certain. My neighbor told me recently that he did not see how I could stand it to drive my 1940 car because I had to work my legs all the time shifting gears, whereas in the new models one could save his legs.

Outside energy is a fact. It is probably the most revolutionary change which has ever come to man. There is

no question as to whether or not it is good; no question of being able to turn back, to take it or leave it. There is only a question of how the human race can learn to adjust to it, use it constructively and learn to live with it in peace.

I note, belatedly, that the topic of this address has something in it about philosophy. This raises the question as to what a philosopher is, and when we will get to philosophical considerations. Philosophers have always taken all the data which could be acquired at the time, and then projected what they had into a set of beliefs about the nature of life and the universe. Since the scientific age is quite new, most of the philosophers of the past had very little data to reason from, and so they reasoned without data. In recent years we have accumulated a great body of scientific information which has made it possible for the philosophers to revise and improve their concepts. But the philosophers have always been, and perhaps always will be the ones who argue or project beyond the data. This may be the chief difference between a philosopher and the scientist; one argues beyond the data and the other does not or thinks he does not. If this is true, then the philosopher has an extremely important role, because it would seem that the chief value of data lies in what may be projected from them. Arguing beyond the data is the creative activity which makes new knowledge function for us.

We now have a considerable body of scientific knowledge about the nature of the human organism and the nature of life itself. Since I have been cast in the role of philosopher, I propose to cite some of the bare facts which I believe can be substantiated by laboratory evidence and to project some ways of learning, teaching and living together. These ways, derived from research, will, I believe, help us to bring about

adjustment to man's new condition, and serve in some degree to meet the dilemma previously set forth.

I. THE BASIC LAW OF THE UNIVERSE IS CHANGE

The first and probably the most fundamental law of life and of the universe is that change is everywhere continuous. We might suspect this by casually looking about us, comparing the present with the remembered past. There is scarcely anything that I can think of which has not changed in my time. Even such relatively stable things as mores and moral values have undergone change in my memory. We could suspect that the universal law is change by what we know of the structure of the atom in inorganic matter, and what we know of reproduction in living things. Inorganic atoms are continuously deteriorating while living things go from one order to a new kind of order. The one thing, therefore, which we know about the future is that it will be different from the past, and that the past will prove an inadequate guide for action if it is too much relied upon. This implies a certain mental attitude toward the future and the past.

2. THE HUMAN BODY IS A UNIT OF ENERGY

We know now that the human organism is a body of energy seeking to spend itself in accordance with its purposes. New knowledge of the structure of the atom tells us that virtually all matter is energy, and that energy is constantly seeking to spend itself. A recent popular scientific article tells us that if all of the protons and electrons in a 220 pound football player were condensed it would constitute a speck just visible with a magnifying glass. The human body then is not essentially a mass of matter but an embodiment of energy.

3. OUR PERCEPTIONS COME FROM US

We know now that our perception, that which comes into consciousness, comes from us, and not from our surroundings. We see and hear what we have experience and purpose to see and hear. We cannot see or hear anything unless we have something in our experiential background to see or hear it with. We have all seen times when we were trying to tell a person something which he was unable to hear, no matter how attentive he might be.

4. WE ARE BUILT OUT OF EXPERIENCE

This shows us, in indisputable ways, that we are literally and actually built up by experience. Each experience which builds must be part old, so that we will have something with which to experience it, and part new, so that it will add to our experiential background. Thus experience builds structure, if we accept the premise that a thing is what it does. We are therefore built of experience—we are bundles of energized experience seeking to spend ourselves in accordance with our unique purposes.

5. PERCEPTIONS ARE DIRECTIVES FOR ACTION

We act upon what we think our surroundings to be, not what they actually are. Our perceptions, then, are directives for action. Since we act upon the perception of the material world, and not the material world itself, in a functional sense the perception is what is real in any given situation. If this were not true, there would not be so many accidents, such as stubbed toes, falls from not seeing that extra step, etc.

6. NEW PROOF OF UNIQUENESS

We have all said from time to time that it is obvious that each human being is unique, even though we have not

always acted as though we believed it. Now we can better understand the true significance of uniqueness. If man is built of experience, and if no two people can ever have the same set of experiences, or bring the same experiential background to a new experience, then we are literally built uniquely. And this takes only the environmental influences into account. If we add to that the fact that each individual has in his cells a chromosome content which cannot be duplicated, then uniqueness and individual differences take on new significance. Nature seems to have gone out of its way to add to individual uniqueness, since it provides that each one of us has as his basic inherited foundation parts of two unique individuals. If we believe in the value of what nature has developed, then there must be value in uniqueness—man must be better off that way. Uniqueness must have some survival value, at least, since the lower organisms do not have heterosexual reproduction. Living organisms apparently started off reproducing asexually but all higher organisms, both plant and animal, provide for basic individual differences.

7. WE HAVE NO COMMON WORLD

Since we perceive what we have experience and purpose to perceive, and since we are completely unique—that is, since what each has to perceive with is different from any other—life is almost completely subjective. No two of you are hearing the same things this morning, and the effect of what you hear is personal and subjective. None of you can know or understand what the others are making of all this, or will ever know. You are hearing what you have experience and purpose to hear, skipping the rest.

Since life is completely subjective, and since it is impossible for one of us to know another's experiential back-

ground or his possibility of reception, we can never completely put ourselves in the place of others. Our perceptions are so unique and our possibility of sharing (communication) so meagre, that we can say that we have no common world. It is true that we have things in common and in many instances our reactions to these things we have in common are similar. This gives us a place to start in working together, but we will work together better if we are mindful of the fact that others do not view even the commonest things exactly as we do.

8. A CONCEPT OF KNOWLEDGE

So long as we believed that reality lay in externality and not in us, and that we were only receptors, and that any external object or condition was the same to all of us, we took a similar view of knowledge. It was something that existed, and needed only to be received, or acquired, or poured in.

From what we now know about the nature of the human organism and of life, we need to revise this concept of knowledge. We see now that knowledge is not something which exists before learning begins. If one wants to argue that facts do exist, such as for example the fact that Thomas Jefferson was president of the United States, we can grant that this is true, but it attains no significance—does not exist in any significant way—except through learning. There are many people in the world who do not know that fact (even some, I fear, who have studied American History in our schools) and to them it does not exist. It has no functional reality for them, and to argue as to whether the fact really exists then is simply to play with words. Even those who have learned this so-called fact have each brought their own subjective understandings and values to it. My

neighbor, the one who doesn't see how I can stand it to work my legs all the time shifting gears, is a great admirer of John Marshall because he thinks Marshall was a great enemy of Jefferson. His reasoning is probably something like this: Jefferson was an exponent of democracy; democracy suggests Democrat; Democrats are the ruination of our country; Jefferson is therefore bad, and if Marshall did not like him, Marshall is good. It is perhaps too obvious to point out that the knowledge of Jefferson has a different effect on some of us.

Knowledge, then, does not exist in any functional sense until learning begins. It comes into functional existence as learning goes on. It is built in and interpreted subjectively, and there are as many knowledges as there are learning organisms.

THESE THINGS SEEM TRUE AS OF 1949

Man and the universe then are in a state of constant change, and we must learn to live with this fact, deriving what security we can from it. We are bundles of energy seeking to spend ourselves in such ways as our experience and purpose make this spending possible. We are built on a foundation of unique molecular constitution, out of unique experience. As a result of this we are uniquely different. Life is almost wholly subjective, so much so that we have no common world. Knowledge does not exist, or at least does not matter, except as it comes into being, subjectively, as learning by the unique individual goes on.

In the light of this knowledge which we now have concerning the organism with which we are dealing, how shall we educate? What are the implications of these knowings when we face a group of these growing organisms? How do we

teach school, for example, when we are aware of the fact that we have no common world?

We see people all about us, all over the world, living together in almost complete misunderstanding. We see them taking blameful attitudes toward each other because others do not see and interpret as they do. We see these blameful attitudes leading to fear and hatred, and on to the inevitable conclusion of mutual destruction, which turns out to be really self destruction. We see the schools doing much to build people who will hold these mistaken attitudes toward others.

Surely we can not succeed if we attempt to solve our problems by doing what we have been doing wrong harder. The public is dissatisfied in many instances with what we are doing, and with our product. While lay people are profoundly interested in education because it affects what is nearest and dearest to them, they do not understand the basic nature of the human organism or how it can be educated. So they turn to the methods of the past, and urge us to crack down, to become more punitive, to further build walls between us and our students, and between the students themselves. We have a vast reservoir of good will in the public but this cannot become useful until we have done a job of interpretation which will make this interest function *for* us rather than against us. Incidentally, there is not a single instance of research known to me which supports the "crack down" theory of education, although this theory is supported by those who consider themselves scientific. There are many researches which indicate the opposite.

It seems obvious that we must adopt practices which are in keeping with what we know about the nature of the

human organism, and discard those practices which are contrary to life. The reason that I have made so much of perception is that perception (what comes into consciousness) is the key phenomenon of life. It is what brings man into touch with his surroundings. The business of teaching is that of arranging perceptions, or creating situations where perceptions can add to the sum of one's experiential background. One item of our practice then, must be in keeping with what we now know of this key phenomenon. These practices must be continuously revised as we know more and more about perception. The same can be said for other essential facts of life and of learning.

The implications of the foregoing facts for method in teaching are so numerous that it is impossible to include all of them in the short space remaining. Perhaps the new concept of knowledge will do more to revolutionize our schools than any other one concept. For our schools are mostly operated as though knowledge exists before learning can begin, and that it is something that can be poured into the students much as though they were receptacles. We have further expected that this pouring would have the same effect on all of them, and that the same responses could be expected from all. The fact that knowledge is a result of process will demand that our curricula be put on an experiential basis; that is, that we begin to provide the opportunity for process. The demand for this is supported by what we know of the organism being literally built from experience, and the fact that one's perceptive powers, one's ways of knowing, depend upon one's past experience. If we follow what we now know from research, we can no longer debate the question as to whether or not the curriculum should be experience-centered.

This long-contended argument has passed out of the realm of opinion.

If we see life and education as experience and as process, it will automatically do something to the physical arrangements of our schools, both as to the way they are built and the way they are supported. We cannot move toward the experience-centered curriculum in a room which has thirty screwed-down desks and fifteen chairs in the aisles. In the light of what we now know, it seems safe to say that education cannot go on at all under such conditions. If a teacher finds himself in such a situation, he may as well forget about education, and reconcile himself to the role of giving custodial care. He is engaging in mass baby-sitting. The purpose of the desk screwed to the floor relates to the concept of students as receptacles. The receptacles, however, are not amenable, like so many jugs. They are animated receptacles, and need to be de-animated for the pouring.

The implications for physical changes are many. What has been said about seats and rooms serves only to open the subject, which cannot be pursued here.

We will need to acquire a new concept of standards. We have been manfully trying to uphold standards in terms of subject matter, and our notions of achievement have been derived from the days when the secondary school was for a selected few. We have had to continuously water down our standards in the face of the kinds of individuals mass education has brought us, but we have not been happy about it. Most of the mean and punitive acts in which we have indulged have been justified in our minds by the fact that we are maintaining standards.

What we need is not a lowering or weakening of standards, but a new set of standards to uphold. These stand-

ards would not be in terms of subject matter at all, but rather in terms of human growth. We would ask ourselves not "How much mathematics or history does he know?" but "How much has he grown as an experiencing, functioning individual? How well can he meet and adjust to other human beings? What will his attitudes be when he is confronted with decisions of war or peace?" In these areas we can establish satisfactory standards for ourselves with some hope of reasonably upholding them, and thus derive satisfaction instead of frustration out of them. We might call them human standards, and hold them high.

Knowing what we do about the human organism being an embodiment of energy seeking to spend itself, we will need to revise our attitudes toward coercion as an educative device. We can now see that the human being can only spend himself in keeping with his own drives and purposes. This raises the doubt that anyone ever succeeded in forcing anyone to do anything, if we define "do" properly. It is true that we can achieve a semblance of doing, but it is not doing in its fullest sense. To illustrate, it is possible to force a student to read a certain book. He will follow the lines, but his whole approach to it will be one of getting the teacher off his back, not finding out what is in the book. And so it seems proper to say that he has not really read the book, although his eyes have encountered every word. He has been forced to accept a value of going through some motions to escape an uncomfortable situation. We have too often mistaken the shadow for the substance, and assumed that he has learned from the book. What he has learned has to do with us as persons able and willing to inflict our purposes upon him. The concomitant learnings which take place in a coercive situation are not pretty.

We will then need to abandon coercion as an educative technique to the degree that we are able to do so. When it seems that we cannot get along without it, we will need to be cognizant of all we are doing to the growing human organism.

Now that we see more clearly the scientific basis for individual differences, we will need to do more about it than we have been doing. Although we all admit the fact of uniqueness, and the educational literature is full of it, we still operate our schools for the most part as though people were alike. Or it may be that we recognize uniqueness, reject it, and attempt to pour people into the same mold in order to abolish uniqueness. Schools operated on an experiential basis would not have to worry about uniqueness, because the activities students would indulge in would naturally be in relation to each one's unique heredity, background, and purpose.

In the experience-centered curriculum the student would naturally learn about those things which are nearest to him first, and would expand his learning toward the more remote in space and time. We are now accustomed to starting with that which is farthest away from the learner, and working toward him. The semester often ends before we get very near. Teachers are tempted to teach first that which they themselves learned last. The student is thus dealing with matters which do not concern him, hoping to work through to those matters which do have meaning for him. If we start with those items which are nearest to the learner, and work outward, the chances are that the Punic Wars, for example, would be learned about in the graduate school rather than in ninth grade world history. It is not intended to imply that such items of subject matter do not have value, but only to establish an

order of learning which can be functional.

Realizing that we have no common world, and the accompanying implications of the basic loneliness of the human spirit, we will see the need to facilitate communication in every way possible. Perhaps this is the outstanding failure in the world today. People do not understand each other, and, not knowing why, they proceed to blame each other. Since we have no common world, we will see that only through communication can we achieve common understanding, through which common action can be achieved. Almost the only means of communication is that of language. We will then want to facilitate the use of language, both spoken and written, in every way possible. We must no longer pay so much attention to how the student uses language that we cannot hear what he says. Many of our present practices tend to cut off the flow of language rather than to facilitate it. Thus we unwittingly destroy the one device by which we may communicate, and greatly reduce the possibility of the free action of the educative process.

Each of us carries around an invisible wall which keeps us from free communication. Educative practices can serve to build that wall higher and stronger, or they can serve to break this wall down, so that floods of communication can be released. Students who work alone, competitively, are probably having their walls of isolation strengthened, and their ability to communicate reduced, while those who work together cooperatively are having their capacity to communicate increased.

Knowing what we do about the subjective nature of life, we will need to take a fresh look at our methods and techniques of evaluation. We will see that the only evaluation which matters

in the long run is the subjective one. What the teacher thinks of the student's achievement is of passing moment. What the student thinks of it has a permanent effect, in that it becomes part of his experiential background, out of which he is built. We are almost totally lacking in evaluative techniques which will measure subjective growth, or which will cause the learner to measure them. While we have literally mountains of evaluative tests and instruments, they are nearly all devised to measure objectively, and to establish what someone else thinks about the growth of the organism. We have given our attention almost exclusively to what the boy does to the algebra problem, not what the algebra problem does to the boy. So far as the much more important subjective measurement is concerned, we have almost none. I will not say that evaluation is in its infancy, but rather that it has not yet been born. In fact, in the minds of most of our evaluators, it has not even been conceived.

Such evaluation as we have has fallen upon evil ways. It is purported to be a device for measuring growth or learning, but it has become a punitive instrument, used to cause students to pursue purposes other than their own. Moreover, we have come to teach for the evaluative device, so that the device becomes the goal, rather than a measurement of growth toward a goal more wholesomely established and striven for. It has become what it was invented to measure. We need, therefore, to emphasize subjective evaluation as the only kind of lasting significance, and we need a whole new set of methods and devices for bringing it about.

Methods of working with students in keeping with what we now know have been suggested. Only a few of the most salient points have been briefly con-

sidered. It seems worthwhile to suggest at this point that teachers are people too, and that whatever has been said about teacher-student relationships applies as well to principal-teacher relations. Principals, I believe, will need to work with teachers in accordance with all these knowings. This is the first charge upon the time and energy of the principal. It is almost the only function which he cannot delegate. He needs to become the supervisor of human relations, so that the teachers in his school can work creatively and constructively, and so that they will become richer persons as they grow older and acquire a richer experiential background, instead of so living that they become less valuable with each succeeding year.

I do not suppose that everyone here will welcome the changes for which I am calling. I do not like them myself because I find it difficult to modify life-long habits. But I do not believe that it is a matter concerning which we any longer have a choice. This time man cannot retreat. I believe that our dilemma is caused by learning how to create energy outside ourselves, so much of it that it can totally annihilate us if we do not learn to live together; if we do not find ways of reaching better communication and communion. We cannot decide to do away with our knowledge of nuclear fission, and produce only that amount of energy which will run our automobiles and provide for small wars. If we continue to educate people in isolation and misunderstanding, humanity will continue on its present path of self-destruction. Even now West and East are seeking peace through making their threats bigger and bigger. I have never yet seen a fight avoided that way.

I think, however, that if we can learn to work with people in accordance with what we know about them, we will come to enjoy it. A peace will de-

scend over us when we start working with people's purposes, instead of against them. The resultant reduction in conflict will have a salubrious effect on our arteries. Life will become more tenable, and breakdown less the pattern of our society.

Great progress will come when we learn to release our human energy into creative effort. I fear that most of the energy expended in our schools is

burned up in conflict, or in repetitive efforts devoid of creative spark. Perhaps this is the greatest human waste. If the energy we are now burning up in enforcing our purposes upon others could be put to constructive use, adjustment to the kind of life we have to live would be greatly enhanced.

It looks as though the new world will be fun if we can get into it.

WHAT THE NEW PROGRAM OF ACCREDITING SECONDARY SCHOOLS MEANS TO MEMBER SCHOOLS

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LAST week the minister of my church told his congregation that one of the chief characteristics of a Christian was his ability to "consider outcomes at the outset." Perhaps this Commission of the North Central Association has decided to become a Christian! It is certainly true that there has been much deliberation and we hope some clarification over the last fifty years in the thinking of the Association, which indicates that perhaps we, too, are going to be more concerned with outcomes and less with the machinery of production.

What the new program of accrediting means to member schools might better be stated, "What the new program of accrediting can mean to member schools." My premise in this discussion will be that the most significant aspect of our proposed program is not in the criteria themselves. The significance to me, as a high school principal, is that the new criteria are the articulation of our changing philosophy of what a high school should be.

It would be as tiring as it would be unnecessary for me to recall the long, but steady development of North Central objectives. If you wish to refresh your memory on the history of this Association, I refer you to the very complete history by C. O. Davis, published a few years ago, or to your own file of the Association Quarterlies of the last twenty years. We have come a long, long way in our thinking from the days of the "standards" set up by our "Board of Inspectors" at the turn of the century. Policies, regulations, and criteria we still have, and long may they wave! Without them our organiza-

tion could not exist as an accrediting association, but how they have changed! At the risk of being accused of oversimplification to the point of superficiality, I would like to refer to the metaphor of Mark Hopkins and his log. In 1900 we felt that to insure a sound secondary education we must check that log pretty carefully. The log must be of finest quality oak, first growth, from a virgin stand of trees not less than twenty acres in extent. It must be not less than twenty-eight inches in diameter, with not more than one knot per four linear feet, and must be at least nine and one-half feet in length. If we just had a good log, we shouldn't worry too much about the boy who sat on one end of it because we didn't know much about him anyway. Now after many years of struggle we are beginning to look at that boy instead of concentrating all of our attention to the log and to the purely academic achievements of the teacher on the other end of the log. To a layman, and to many of us in the profession, the progress made may seem to have been distressingly slow, but we must realize that it is easier to change many material devices than it is to change the basic concepts of our philosophy. It is much easier to alter and refine the objective material standards than it is to build qualitative criteria which will encourage us to investigate the underlying purposes of the school and to evaluate critically the effectiveness of the tools we use to achieve that purpose.

I am sure it is no sacrilege to say that the majority of us in charge of secondary schools have frequently rebelled at the inflexibility of our old

quantitative standards. We felt them to be a relic of Procrustes and his nefarious bed which stretched our joints or lopped off our feet that we might conform. There was a marked similarity between these standards and the college entrance standards of the same generation. As principals on the firing line, we have condemned both as shibboleths which extolled conformity and stultified attempts at progress. Perhaps our newer criteria are "those yon gray lines that fret the clouds" and promise that a new day is emerging for secondary education from arbitrary requirements of both accrediting associations and higher institutions. Certainly there has been remarkable progress in both fields. Just as the Eight Year Study, the New York State Regents' Inquiry, and many similar studies have demonstrated that subject patterns are no sure prognosis of college success, so have many evidences been forthcoming that neither the academic degrees of the instructor nor the size of the library guarantee a good school.

It is true that the Commission has continuously studied and at times revised its standards over the last quarter of a century, but the greatest single impetus in recent years toward a thorough-going revision of our criteria was probably the Cooperative Study of Secondary School Standards. This Association was instrumental in initiating this Cooperative Study. Support was given by other regional accrediting associations giving the project a national character. You are all familiar with the careful way this rather unique contribution was developed. Many of you actively assisted in the evaluating procedures which made this study a valuable measuring stick for the use of individual schools. The Cooperative Study opened many areas previously ignored and made many specific contributions to a more objective approach to our

secondary school problem. Its greatest single achievement, in my mind, was that for the first time, in my memory at least, there was made a thorough and somewhat scientific effort to find out what made a good school good. For the first time there was a rather broad implication thrown out to the profession, nationally, that may be schools did exist for different purposes, and that perhaps it would be wise for each school community to determine for itself at the outset if its school did have a significant purposesomewhat peculiar to that community. Here, to the conventionally classical mind, was bold heresy. How could a community know what was best for itself? As well have the patient, rather than the doctor, diagnose and prescribe! Patrons were to provide the necessary funds, parents served biologically to provide the raw material, teachers were provided to teach the subject-matter laid before them, pupils were to assimilate the content (and like it), but for any of these groups to assist in determining the purpose of an education—how absurd!

At the present time the General Committee is in the process of a rather thorough-going revision of the Cooperative Study, to bring its material up-to-date, and to bring in many fields not included in the original study. This Association has membership in that Committee, and should maintain an active interest in this work which our own Association was so instrumental in originating. I think many of us will be surprised to see the striking similarity between the revised Cooperative Study materials and the studies on our own revised Criteria when both are published. Our own Commission studies will be forthcoming annually over a period of the next several years. The work of the Cooperative study is being edited and probably will be available in 1950.

Another very constructive piece of work which has had a decided influence in this reorientation of our objectives has been the study made by the National Association of Secondary School Principals and the resulting statement of the Imperative Needs of Youth of Secondary School Age. It would be rash and quite unfair to ignore the fact that this and many other organizations have made many other studies in the last few years which have all lent their peculiar impetus to the change in our educational philosophy, but the scope of this paper cannot do more than recognize the fact of their contribution.

Last year, at our annual meeting, the officers of the Commission brought this fact of the peculiar needs of local communities to us in a striking way when we heard several principals, each of whom told us what his school was doing to meet the needs of his individual community. The wide variety of purposes in the schools selected for this 1948 report, and the extreme variance in their individual school programs, were a revelation to many of us. Certainly no person who heard that presentation could longer deny that the day of conformity and standardization was forever gone.

I see no discrepancy between this principle of more local self-determination and the principle that all the schools of our democracy have a compelling directive to inculcate in American youth throughout our country a great deal of common ideals and common understandings. This movement is in no way antagonistic to the resurgence of interest in what we call general education. We certainly have no desire to confine the curriculum of Lane Tech here in Chicago to the training of auto mechanics, nor do we wish the schools of Cottonwood Falls, Kansas, to confine their offerings to vocational agriculture and home economics. The plain truth of the matter is that we have

made no strenuous effort in very many of our communities to determine what general education is, or what specialized education the pupils of our own community need.

One of the larger implications of our new criteria to me, as a humble principal of one of our more than three thousand member schools, is that now the Commission has unequivocally destroyed the ancient alibi that as individual schools we are hog-tied to a multiplicity of North Central limitations. A study of trends in the Association over the last several years will verify this statement.

The criteria, themselves, have been more concerned with a wider field of evidence; time allotments of classes have been made more flexible to better suit local needs; there has been more liberalization in the way credits may be earned; more discretion has been given to state committees in the interpretation and application of standards; more leeway has been granted in the composition of the state committee; in many states the committee has been more democratically chosen; and the Association is now concerned more in the selection of teaching materials adapted to need and less in the quantitative amount of such materials or the amount of money spent for them.

The Commission is now saying to us, "Not only are you permitted—you are now challenged to call in your staff, your patrons, and yes, your pupils and find out what you really want to do." Some institutions of higher learning are telling us the same thing. I hope this will not prove too great a shock to many of us in the secondary field who have found it rather easy in the past to blame distant agencies for our own mental lethargy. I believe it will be most wholesome for us to actually call in our staff, pupils, and patrons and work out a blueprint which will meet

the "immediate and assured future needs" of our youth.

Suppose we look for a few minutes at what it can mean for our general education program if we really study the needs of our own community, as well as those of our nation. Let us take, for example, just a few of the generally accepted needs of all youth.

We have long worshipped the ideal of aggressive, constructive, democratic citizenship. How many of us have really sat down with even our own staff and critically evaluated our present offerings of civics and history to determine whether we are teaching our youth to become better citizens? How long has it been since we have studied the actual outcomes as reflected in the actions and attitudes of our own graduates and former students? If sensitivity to social and civic problems is an important facet of general education, what are we doing in our own schools to provide the opportunities for our youth to become socially conscious and civically conscientious? If we wish our product to be more democratic as adults, what provisions have we made for permitting and encouraging them to actually practice democracy now in our school? We might even inquire how far some administrators have progressed in practicing more democratic procedures with the staff. And are our staff members as willing to pass on the democratic procedure to the pupils in the classroom as they are to receive it for themselves? You know, I think this is one of the hardest lessons we have to learn in a democracy. It is so easy to expect more democracy from above and so difficult to give it to those over whom we may have some vested authority. I have seen it operate with boards, superintendents, principals, teachers, and yes, with pupils. Unless a student council or a group of class officers can be taught this lesson, they may become

as autocratic as any group of teachers or administrators. We commit many offenses against democracy in the name of what we believe to be efficiency.

Another generally accepted, but too feebly acted-upon general need of youth is the field of successful family living. If the family unit is the foundation of our democratic way of life, what are we doing to develop in our youth an adequate knowledge and proper attitudes toward the choice of a mate, the responsibilities of a parent, the ethical value of high moral character, an awareness of the psychological and sociological implications in family living today? Can this objective be attained for all our youth by offering merely an elective course for a few seniors in current social problems, while we still require many academic subjects of all pupils when we know that only a small percent of our pupils will be likely to receive much material benefit from their pursuit? I use the word "pursuit" advisedly. Many pupils pursue these academic subjects in so dilatory a fashion because they are just smart enough to know they will never use them if they do catch up with them.

I realize that some people consider it clever to rail at academic subjects. I have no desire to be put in that category. We have a great wealth of knowledge acquired over many centuries from many sources. The transmission of this social heritage to the next generation is the only way any civilization can hope to reach progressively new heights. The difficulty is that we frequently accept too many customs and traditions without making them stand trial at the same bar of investigation and evaluation as the newer materials which are constantly pounding at the door seeking admission. We cannot forever add and add and add to our present program of studies and activities without at the same time weighing *all*

materials in the balance of present comparative greatest need. It is useless to say that preparation for family living should be taught by the parents and the church. We know that whether or not this sufficed in previous generations, it is not now adequately meeting the needs of our youth in 1949. If such education is necessary now something else may have to be jettisoned.

Another generally accepted field of need exists in the matter of health education and recreational activities. If sound physical and mental health, and stable emotional balance are primary functions of general education for *all* youth, they can never be attained by spending our time and energy on elective physical education for the physically fit only, with particular emphasis on athletic teams. We might well ask, "What are the conditions of physical and mental health necessary for all youth?" Are discussions of sex education, of physical and emotional development of adolescents, and first aid included in our health and physical education program—for every pupil? Do we stop by making more or less superficial physical examinations, or do we follow up with remedial work? Are we interested in all pupils developing a lasting interest and a reasonable amount of skill in some type of recreational sport which is adapted to their physical abilities, and which has a carry over value in adult recreation activities? Here again lip service is so easy. We all have football teams and basketball teams but are we actually meeting needs? Adults play tennis and golf, they bowl, swim, and dance. Are we developing an interest and some degree of skill in such leisure physical activities?

In considering the whole matter of recreational and other leisure activities, are we teaching our pupils some discrimination in the matter of developing

an appreciation for a slightly higher level of magazine reading and radio listening? How can this be done unless our general education program provides the opportunity for reading a wide variety of magazines and developing a more critical attitude in evaluating such material? Are good radio programs and better type movies heard and seen that pupils may, under guidance, create higher personal standards in the enjoyment of these tremendous fields of leisure activities? We have certain magazines in our libraries and make some reading assignments in them. Do we have classes in magazine reading, as such? Do we allow time for pupils to browse through many types of magazines and use class time for discussion in much the same way we hope that the pupils now and later will read and discuss magazines in their homes and with their friends? It has been done, and very successfully.

Any genuine progress in the field of general education is impossible until we of the educational staff are willing to cast aside the academic gowns in which we have wrapped ourselves, and frankly ask ourselves the question, "What are the imperative needs of the youth in this community, and of this generation? What are the skills, the habits, the appreciations which will make these youths efficient, healthy, and happy members of their family, of this community, and of our nation? Which of these needs are not being met, or are being very inadequately met by other existing community agencies?" There is the basis for a sound, general education program.

No educational institution at the secondary level, worthy of the name of school, is so small or so limited in staff that it cannot develop a program of functional general education which will better serve the youth of its community than the present offering of largely

academic content. To an appalling degree the average American high school has retained the traditional preparatory academy philosophy on the assumption that since we have a few pupils who "must" be prepared for college that probably that same material is as good general education as any for all of our pupils.

Specialized education of a vocational, or even pre-vocational nature presents a more difficult problem for the school which is very limited in size and in resources. Our greatest difficulty at this point is again based on an inadequate philosophy of education as adapted to present needs.

Perhaps the time will come in American education when college preparation will be placed in its proper position as a pre-vocational offering. It has long been established in the thinking of many that if general education is that education which best prepares all youth for abundant living, regardless of future vocational direction, preparation for the professions must be kept on the same basis as preparation for business or for the skilled trades.

If we conscientiously study our community and learn the implications for our educational program, we will secure a firmer basis for deciding upon our program of specialized offerings. In addition to the implications for our general education program based on cultural needs, economic backgrounds, etc., we will arrive at a much more critical viewpoint of our specialized or vocational preparation. If we may assume that our general education is the fundamental core of our program, and that local resources, school size, staff, and many other factors will necessarily determine the extent and variety of differentiated offerings available, a study of our community, of what our graduates and drop-outs are actually doing in the community, will help us immeasurably

in determining what kind of specialized education we should offer. I was appalled a few years ago, in making a study of the total offerings of the smaller schools of my own state. In a distressingly large number of these schools there was absolutely no correlation between what graduates were doing and what their local schools had trained them to do. When a four- or five-teacher school in the heart of the corn and cattle country offers advanced shorthand and related subjects, but no homemaking or vocational agriculture, the correlation between needs and training is not merely zero; it is negative. Closer inspection of such situations reveals that the injustice goes even farther. In a very small school, even one teacher teaches necessarily a large proportion of the pupils enrolled. A teacher of specialized subject matter, such as commercial, is frequently narrowly trained, and has a very understandable tendency to keep busy most of the day in the field of her special preparation by giving other advanced commercial courses, for example, to all pupils because there is nothing much else in the elective field for them to take. If such a community takes any pride in such an incongruous situation, it can be only because educational leadership is completely lacking and because the school and community have never studied what the function of that school should be. I mention that instance as an example only because the example is not an exception, but is far too prevalent.

Having worked in small schools, as well as larger ones, I realize the limitations of staff in small schools. A study of community resources and cooperation with such agencies can to some degree help the situation. All future employees need to study vocational opportunities and to match them with their own permanent interests and

demonstrated abilities. All schools can provide work experience through outside agencies which will go far toward giving the pupil an appreciation of the possibilities for him in that field and can give him some very practical experience in the whole matter of employer-employee relationships and in the ability to get along with fellow workers. This experience can be fruitful even if the school is financially unable to provide all of the related theory or on-the-job supervision which it might wish to provide.

Employers in both business and industry have shown from their personnel records that the majority of workers who fail to establish themselves in the working world fail, not because of a lack of technical skill so much as because they have not learned to make the necessary personality adjustments to their employers and fellow workers. This very important factor in vocational training can be developed by school discussion and by work experience even where coordinator facilities are less than could be desired.

Also it should be of some consolation to smaller schools to realize that many businesses and industries do not demand a high degree of skill from entering employees, preferring to provide advanced training in their own plant or business by instructors from their own staff who will train apprentices according to the specific demands of the particular enterprise. There is some agreement, however, about basic informations, skills, and attitudes which employers do expect of entering employees and these are abilities which schools can develop without extensive equipment and without the service of staff members highly skilled in the particular vocations involved.

Certainly even the smallest schools in our Association can see to it that the vocational training they do provide is adapted to local needs rather than be-

ing borrowed from the practice in some larger school. The overemphasis in some types of commercial education, as instanced above, is a glaring example of this sort of maladjustment. So frequently we select our special offerings on the basis of what other communities are doing instead of basing our decision on local needs as determined by a local survey. There is still a tendency on the part of many of us to send a questionnaire to other schools, and then to assume that what 51 percent of the other schools are doing must be right and must also be a good procedure for our school. That is so much easier than doing a bit of thinking for ourselves.

Larger schools, with more facilities and opportunities, are sometimes just as guilty as smaller schools. Schools may run large print shops, training more printers than the local trade can possibly absorb, just because the school has a heavy investment in printing equipment, and may be ignoring the fact that apprentice machinists or radio and refrigerator repair men are in great demand, while the school makes no effort to adjust its offerings to these needs. How many of our schools are attempting to make stenographers out of good future receptionists or of prospective business machine operators because we have the vested interests of our present staff in mind more than the needs in the community? The error is not one of size or location of the school. It is an error in our fundamental thinking.

Practically everything I have said so far may well be traced to Criterion I as outlined in what has been called "the green-eyed monster"—Form A-3. I prefer to think of A-3 as "the green hornet." It is hoped that the study will "stimulate" us to the fundamental importance of having developed a philosophy which will serve as a basis for the later evaluations we will be making on curriculum, activities, library, guid-

ance, and instruction. It becomes very evident why the Commission has started us on this long-range study with a study of the community and the development of a clear statement of our objectives. The suggestions we have received for completing the 1948-49 Special Report indicate that there is more involved in the formulation of an educational philosophy than local community needs. The emphasis which pleases me in the approach is that we should not formulate a philosophy in generalizations and abstractions, and so ignore the importance of establishing school objectives in a community frame of reference.

The only fear I have, personally, is that many schools may regard Form A-3 as just another mass, or should I say mess, of statistics to be mechanically filled out from office files or community questionnaires, and sent in to the Commission to be henceforth forgotten. We all know that the most valuable part of the form is that last portion left so completely blank that its importance may be underestimated. If it requires one month to gather the evidence requested for the statistical portions of this form, it should take us several months to develop even a preliminary statement of the school's philosophy and specific educational objectives of the school based on that evidence. Our state committee conducted a number of clinics over the state on this Form A-3, just as I understand was done in the other states of the Association, and we found a great deal of evangelism was necessary to encourage member schools to see the underlying purpose of the whole study. Schools that did comprehend the full intent of the study were using their whole faculty in making this report an invaluable source of in-service training for the whole staff. The very fact that there were certain areas in which the school had no information whatever is in it-

self of value to that school. The fact in many schools the staff, as such, was being brought into direct contact with the North Central for the first time, is of value. The opportunity of having a basis for whole faculty discussion of community resources, backgrounds, and needs, is of inestimable value. The development of a philosophy or the reappraising of the philosophy of the staff as previously committed to written statements, entirely divorced from subject-matter as such, is a most wholesome exercise for any faculty. It is just barely possible that there may be schools where the staff members have never been asked to sit down together, and by discussion arrive at a definite statement of what they believe their schools should be doing for the youth of that community.

If I sound a bit like a Nehemiah in implying that all is not well at the present time in some of our schools, please remember that I have never even considered the possibility of such a condition existing in your school or mine. We are talking about that other fellow who operates a school twenty miles north of us, in some neighboring town.

What does the new program of accrediting, then, mean to member schools? To me, it means we have a definite challenge to develop, democratically, a philosophy adapted to our local needs and to provide a sound general education program based on the studied needs of all of our youth. This program should be augmented by such specialized vocational and pre-vocational training as our resources permit us to offer, choosing carefully those which seem to offer the most realistic opportunities in our own community, the whole program being based on needs, rather than tradition. I firmly believe that under our new criteria, this will be far easier to accomplish than it has been in the past.

THE LIBERAL ARTS COLLEGE FACES ITS CONTEMPORARY PROBLEMS¹

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THE liberal arts college, like any live social institution, is always beset with problems. Some of these problems are of a financial character, some grow out of war and postwar abnormalities, while others are related to the persistent concern for better ways of serving student needs. It is this latter type of problem which is most complex and fundamental and which is our major concern today.

Never before in history have there been so many cross currents in higher education, so many conflicting voices, so much doubt and confusion, and therefore so much need for careful, systematic reappraisal of objectives and procedures. To assist the colleges in a cooperative solution of liberal arts problems the North Central Association has established a committee on Liberal Arts Education as a coordinating agency.

COOPERATIVE STUDY OF EDUCATIONAL PROBLEMS

Those who have attended North Central Association meetings during the past eight years are familiar with the origin and gradual development of this cooperative liberal arts program. It began in 1940-41 with a sample study of twelve representative institutions in order to determine the character of their educational programs and particularly their attention to the preparation of high school teachers. Following this study and the ensuing interpretive conferences in ten centers across the region, the cooperative study of

educational problems was launched in the autumn of 1941 with twenty-eight colleges participating. The activities of these colleges during the first two formative years of the program are described in the little volume, *Better Colleges, Better Teachers*.²

Character of the study.—Those who have read that volume or who have witnessed the study at close range will recognize that it has several distinguishing characteristics.

(1) There is insistence upon complete autonomy for each cooperating institution, even though there may be collaboration and assistance from the North Central Association Committee. Each college decides for itself which problems are most in need of study, the kind of experimentation it would like to undertake, and the research to be done. The committee stands ready to help in every way it can to encourage such self-examination, to lend assistance whenever requested, and to share the values achieved with other interested institutions.

(2) There has always been a "grass roots" character to the program. The committee has endeavored to work with actual classroom professors who in the last analysis are the only ones who can effect and carry through educational improvements. While the cooperation with administrators has always been cordial and written reports and recommendations were welcome, it has always been recognized that the final test of the values of the program would lie in the actual performance of students and staff.

¹ Read before the Commission on Research and Service at Chicago, March 30, 1949.

² Published by The Macmillan Company, New York.

(3) The emphasis has been upon analysis and research rather than the promulgation of any particular educational theory. The committee has sought assiduously to avoid any proposal of standard educational pattern but rather has encouraged all colleges to define their own objectives and develop independently into the strongest possible institutions along their own lines. Actually, therefore, the colleges have grown more distinctive as a result of the study rather than more uniform.

Expansion of services.—As the years have passed, new colleges have applied for admission to the program until today there are seventy-five cooperating institutions. To coordinate the project, the Committee has employed Clarence Lee Furrow, Professor of Biology at Knox College, to be the Executive Director and the work absorbs virtually his full time. Associated with him there are six coordinators chosen from among the faculties of the cooperating institutions. The persons serving this year are: Frank W. Clippinger, Professor of English and Dean of Men at Drury College, Springfield, Missouri; Anne C. Greve, Professor of Home Economics at Bethany-Peniel College, Bethany, Oklahoma; Carl Kreider, Professor of Economics and Dean at Goshen College, Goshen, Indiana; Dean Long, Professor of Economics and Director of Extension at Evansville College, Evansville, Indiana; E. Ray McCartney, Professor of Economics and Dean at Fort Hays State College, Hays, Kansas; and Donald E. Swanson, Professor of Psychology at Hamline University, St. Paul, Minnesota. These coordinators are continuing their teaching activities on their own campuses and giving part of their time to the service of this North Central Association committee.

During the year each college is visited by a coordinator for one or two

days to stimulate an interchange of ideas. The coordinator usually meets with the faculty to discuss educational issues and trends and then meets with various faculty committees and individuals who are working on particular problems. He comes not as an "educational expert" but rather as a person who is himself confronted with similar problems on his own campus and who, through visitation of many other colleges, has become familiar with promising attempts at solution.

During the summer, the committee conducts three workshops. In 1949 the Workshop for Faculty Members will be held at the University of Minnesota from June 13 to July 8 and another at the University of Chicago from August 1 to August 26. In addition, there will be a special Workshop for Presidents at Minnesota from July 4 to July 8, held in conjunction with the faculty workshop. At these workshops the participants have an opportunity to analyze educational problems in considerable detail and through the help of staff members and other participants, they seek to find possible solutions to their problems. Usually, they go home with a number of concrete proposals, newly developed course syllabi, and other materials which will enable them to be more constructive leaders among their colleagues. Through the years it has been demonstrated that the workshop has been the most important single contribution of the program.

Since the majority of faculty members cannot get to the workshop, and in any case additional stimulation is occasionally needed, the committee has sponsored about twenty intercollegiate conferences during the past eight years. These are held for one or two days on some college campus and usually attract more than one hundred professors from neighboring institutions, 80 per cent of whom are normally subject-

matter persons. Through lectures and work group sessions, the participants continue their analysis of educational problems and their pooling of experience. The next such conference this year will be held at Davis and Elkins College in West Virginia, April 8 and 9.

To help keep colleges abreast of current developments, the committee publishes a monthly News Bulletin. This is a mimeographed brochure of about ten pages distributed to about five hundred college presidents, committee chairmen and former workshopers. With it there goes to each college a packet of materials submitted by the cooperating colleges during the month. These materials include the syllabi of new courses, personnel suggestions, the results of studies and other items which may prove suggestive to faculty committees in the member institutions.

Through the years, sixty such packets have been distributed, carrying over a thousand items of materials to these participating colleges. These are live, current documents growing directly out of the local campus activities and hence remain of great value to other institutions working on similar problems. Accordingly, the committee has organized all of these materials, together with quantities of other items, into a file of resource documents. There are 180 folders of material, dealing with almost every aspect of higher education. These are available on loan from the office of the committee chairman to any college requesting them.

At present a considerable effort is being made to relate the research needs of the liberal arts colleges to the research resources of university graduate schools. Recognizing that graduate students working toward the M.A. or Ph.D. degrees are continually looking for important topics for research study, and recognizing on the other hand that the average college has neither the time

nor the resources to undertake many complex research ventures, this committee serves as a coordinating agency to bring the colleges and graduate students together. It is believed that as time goes on there will be many opportunities for graduate students to cooperate with colleges in designing, conducting and interpreting educational investigations. The college will profit from having this expert assistance, and on the other hand the graduate student will have the satisfaction of working on a live problem with a cooperative faculty.

In order to carry on these manifold functions, the committee requires a budget of approximately \$18,000 a year. To supply this sum, the participating institutions contribute \$150 each in addition to covering the expense of their representative at the summer workshop. Recognizing the importance of the program, the Carnegie Corporation agreed in 1948 to extend a subsidy amounting to \$7,000 a year for the ensuing three years. With these funds the committee is not only able to defray the expenses of the director and coordinators but also is making plans for further publications to disseminate the values achieved.

Character of problems studied.—It is impossible to list here the dozens of issues which various colleges have chosen for study and experimentation. It might be useful, however, to indicate some of the topics of widespread interest and some of the trends in educational development which seem to be emerging on the various campuses. Such description will help to sketch a picture of what is happening in the liberal arts colleges today.

There seems to be a shift from the abstract discussion of institutional objectives to concrete studies of student needs that need to be served. More colleges are employing entrance tests

and inventories in order to become acquainted with the background, achievement, and abilities of their students. These data are then interpreted to staff members and typical cases are discussed in faculty meetings. Through these methods the faculty becomes clearer concerning its educational job and is better able to adjust offerings to the needs of the individual student.

Concurrent with the increased concern for the individual student is an increased determination to improve the quality and morale of the faculty members themselves. Many institutions are using student appraisals of instruction to help the professors gain a clearer insight concerning the strength and weaknesses of the program as viewed by the product. Student appraisals are never definitive but they are always suggestive and usually of great help to faculty members who are conscientiously seeking to improve their services. Other institutions are deliberately cutting away the less important courses from the curriculum in order to lighten faculty load and give the professors thereby an opportunity for more careful preparation and more imaginative teaching. Moreover, many colleges are now subsidizing their faculty members to attend workshops, institutes and, in some cases, graduate schools for the completion of advanced degrees.

All of this implies an increased interest in evaluation. Many colleges are now seeking to evaluate the end results of their education through measuring the attainment of seniors. This is done both by comprehensive examinations and by various inventories of student attitudes. Such studies are sometimes supplemented by investigations of alumni activities and attitudes, giving a still further insight with respect to continuing values of the college experience.

As a part of evaluation, many col-

leges are reappraising their grading practices in order to make the grades more equitable and more meaningful. This involves an analysis of the current grading practices by prospective faculty members and also prolonged discussions among the faculty with respect to the constituent elements that should be included in the grade. In some cases the letter grades are now being supplemented by anecdotal and other evidences indicating growth of the student both inside and outside the classroom.

Everywhere there is an increasing interest in general education. The liberal arts college recognizes that, while it can give excellent specialized education in particular areas, its major task is to afford a broad, liberal foundation for creative living on the part of its students. There are many experiments under way to develop broad courses in the natural sciences, social sciences, the humanities, and personal adjustment in order to help students integrate their knowledge and make it more effective in the solution of problems of adult life. This movement involves not only new types of course organization but also the preparation of new materials and the re-education of many faculty members.

Concurrent with the experimentation in curriculum has come a new concern for the improvement of classroom instruction. The more carefully a professor examines the objectives and content of a course, the more anxious he becomes that the instructional method will insure the realization of those objectives. This implies not only the use of new devices and aids but also the adaptation of material to individual differences and more careful evaluation of the results for each student. The old attitude of professorial preeminence and domination is giving way to an humble recognition that planning is a continuing process in which students

and professors must cooperate. Students are expected to take more responsibility for their own education and the professors assume the role of administrator and guide to assist the student in his quest.

The growing interest in the individual student, strangely enough, occurs at a time when enrollments are bulging and mass education is a continual threat to the realization of these objectives. Nevertheless, the program goes forward, and it is accompanied outside the classroom by the development of personnel programs for giving the student competent counsel on personal and educational problems. While the classroom professor remains the chief counseling resource on most campuses, there is a tendency to employ some person to give part time to the coordination of counseling, the accumulation of personnel data and the inservice training of the professors for their counseling function.

It is significant to note that on many campuses there is a growing interest in the problems of world peace. This is reflected not only in extra-curricular activities for the promotion of international understanding but also through the innovation of courses to clarify the issues in troubled sections of the world and help students understand the po-

tentialities of the United Nations, UNESCO, and other peace agencies. As further manifestation of this interest, the colleges are inviting to their campuses students from other countries with substantial scholarship aid in order that those students may gain the values of an American education and at the same time acquaint American students with the problems and interests of their respective countries.

Through these developments, and others that might be mentioned, the liberal arts college is steadily moving forward. It is manifesting a clearer recognition of its distinctive mission for liberal education in this troubled world and is demonstrating its determination to examine its practices in order that all aspects of the institution will contribute more constructively toward the realization of these aims. Through the collaboration of such agencies as the North Central Association Committee on Liberal Arts Education, it is shaking off former attitudes of competition and is cooperating intimately with sister colleges in the promotion of these common values. There is every reason for assuming that the movement, now well started and ever accelerating, will continue indefinitely into the future.

THE TEACHERS COLLEGE FACES ITS CONTEMPORARY PROBLEMS¹

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THIS paper, like Dean Cooper's which preceded it, relates to one of the projects of the Commission on Research and Service, namely, the study by the Subcommittee on Institutions for Teacher Education. In fact, the latter project was inspired by the older Liberal Arts study and has borrowed freely from it in activities, program, and even personnel. The chief difference between the two undertakings is that they relate to different groups of institutions.

Thus, I could tell my whole story by simply saying that the Teacher Education project is doing in general the same types of things as is the Liberal Arts project, except, of course, in a bigger and better way. This assertion could at once be challenged, however, since the number of colleges participating in the Teacher Education study is much smaller, and it has no foundation grant to make its status noteworthy. Moreover, the project is just now celebrating its first birthday, and with this immaturity it can hardly lay claim to being better than its nine-year-old brother. On the contrary, the Subcommittee on Institutions for Teacher Education wishes to pay tribute to the pioneers for what they have done and to the tremendous assistance which their work has provided in the new undertaking. Briefly, the success of our committee so far is due very largely to the trail blazing carried out by the older group.

So far as your speaker has been able to determine, the first official step for

establishing the Subcommittee on Institutions for Teacher Education was taken by John E. Fellows, now President of the Association, on November 14, 1947, when he presented to the Steering Committee of the Commission on Research and Service a proposal which contained among others the following significant statements.

The possibilities for institutional growth and improvement arising from cooperative college programs have been amply demonstrated. The work of the North Central Association's "Committee on Liberal Arts Education" is a striking example of the benefits derived by colleges from association with other colleges in such an effort. The need for similar efforts among teachers colleges has been felt by many staff members of various teachers colleges.

It is proposed, therefore, that a cooperative program, within the North Central Association area, be instituted that will include teachers colleges and other unit-type state colleges maintaining membership in the A.A.T.C.

The purpose of such a cooperative effort as herein proposed, is not to dictate in any way to the member colleges; the purpose is entirely that of stimulation through cooperation.

Experience has shown that college faculties can be stimulated to greater interest in a great variety of problems by this means. Curriculum development, general education, student personnel programs, clarification of objectives, improvement of instruction, student activities programs, etc. are all areas of study which local faculties might be helped to explore more fully through such a cooperative program.

This proposal, after having successfully run the gamut of a long line of policy-forming groups, executive boards, and just plain commissions and committees which comprised the red tape, or in more complimentary language, the hierarchy of the North Central Association, eventually landed right back where it started; namely, in

¹ Read before the Commission on Research and Service at Chicago, March 30, 1949.

Mr. Fellows' lap. He was commissioned to contact the institutions on teacher education in the North Central territory to determine their interest in the proposed project. The response was so favorable that the inevitable happened; namely, a new committee was set up. This subcommittee for which I am reporting, was established just a year ago under the auspices of the Committee on Teacher Education, of the Commission on Research and Service. Perhaps I should add for the information of the curious that this arrangement still kept it within the boundaries of the North Central Association!

The personnel of the subcommittee is as follows: President George W. Diemer, Central Missouri State College; Principal T. R. Ehrhorn, Rochester (Minnesota) High School; Professor George E. Hill, Ohio University; Dean Ernest Mahan, Kansas State Teachers College, Pittsburg, Kansas; Superintendent John P. Mann, Public Schools, Appleton, Wisconsin; and your speaker as chairman. Professor Hill and Dean Mahan are also serving as coordinators for the study and Professor Hill is in charge of the summer workshop.

There are five significant elements in the program of the subcommittee. The first is a summer workshop for faculty representatives from participating institutions. Participation in the project begins with, and is contingent upon, representation at the workshop, which is especially designed to provide training in leadership for the study on local campuses during the academic year of those problems which most concern the faculties.

The second element consists of assisting with these local studies through the activities of a coordinator who visits the campus once during the year to confer with committees and staff members. These visits are carefully timed

and planned so that the greatest benefit may be derived from them.

A third element in the program consists of a monthly News Bulletin and exchange publications. By these means the participating colleges share their activities, their projects, their problems, and their progress in solving them. By these means, too, promising materials in pamphlet form and news items about significant books and monographs are provided to the institutions taking part in the study.

The fourth element consists of one or more regional conferences for staff members of all colleges located in the conference area. These meetings, some of which will be joint affairs with the Committee on Liberal Arts Education, will have general sessions for all staff members and, in addition, study and work sessions for special interest groups.

The final element in our program is the eventual publication of a record of achievements in the project and of especially meritorious materials prepared by the participating colleges. In this way, there can be a more general sharing of the fruits of our efforts.

These five elements constitute our program as it has been worked out so far. As our project attains maturity, however, other elements will likely be added, such as those which have already become integral parts of the Liberal Arts Study.

The general purpose of our undertaking is indicated by the title of this paper; namely, to help the teachers colleges to face their contemporary educational problems more effectively by proceeding on a cooperative basis. The solving of educational problems on the local campus requires first of all trained leadership, and the Liberal Arts project has demonstrated pretty conclusively that leaders can best be trained co-

operatively through the summer workshop.

In the second place, any given educational problem may differ considerably from one campus to another in its specific characteristics, yet at the same time it will have other elements, probably even fundamental ones, which are in general the same wherever it is met. This dual nature of educational problems has a twofold implication. It means, on the one hand, that solutions to such problems cannot be turned out on an assembly line basis. They cannot be standardized; rather they must be solved by each college for itself, and this is why local leadership is necessary. On the other hand, however, institutions may gain much by sharing experiences with what is, after all, fundamentally the same problem even though its specific manifestations show considerable variation from place to place. Thus, colleges may profit from cooperation in solving the same problem despite the fact that in the end they arrive at different solutions to it.

Finally, cooperation provides a valuable source of hope and encouragement in the solving of educational problems. Where a given problem has been somewhat neglected because others have been more pressing, it is inspiring to find what has been done by those who have made real progress with it. When a serious problem arises on a local campus for the first time it is indeed satisfying to know what success others have had in solving it. The wholesome motivation that can come from knowing of the experiences that others have had is one of the important values of cooperation.

The five elements in our program already described have all been included because of the contributions which each can make to the cooperative training of leaders, of sharing of experiences,

and of mutual assistance and stimulation in the solving of problems. It is especially to be noted that participation is entirely on a voluntary basis, that all institutions of the unit-type for the preparation of teachers which are located in the North Central area are eligible to take part regardless of whether they are accredited by the North Central Association, and finally, that there is no intention of imposing standards of any kind upon a college that belongs to the study. Such imposition would only work to defeat cooperation.

Participation, however, does imply certain obligations. One of these, namely, representation at the summer workshop, has already been mentioned. It is expected that the workshop representative will serve during the academic year as chairman of a local directing committee which in general constitutes the coordinating agency between the college and the N. C. A. Committee. More specifically, this local directing committee assumes responsibility either by itself, or more usually through subcommittees, for the studies conducted by the college. As its contribution to the cooperative endeavor, it provides for the distribution of the monthly News Bulletin and packet materials, and it acts as a general discussion-forum committee for the faculty so that it may be kept sympathetically informed of activities both on its own campus and elsewhere. Finally, the directing group is responsible for arranging for the annual visit of the coordinator so that the greatest benefit may be derived from it.

Special note may be taken of the function of the coordinator. He comes from a busy life as full-time college worker himself, he may have traveled a long distance under difficult conditions for his visit, his remuneration for

coordinating is as modest as is the pay of college professors, and his time is equally curtailed, being limited to a visit of from one to one and one-half days. Moreover, he does not come as an omniscient expert who provides the answers to whatever educational problems may arise. His function is rather that of stimulating the local directing committee and its subcommittees to plan and to execute their studies, of helping to arrange for the sharing of ideas between institutions, and of lending assistance in whatever may be his own field of special competence. One of his most important and at the same time most difficult obligations is to practice the very techniques of democratic group leadership during his visit that leaders of the local study groups should exercise during the entire year. If he can be expected to be an expert in any area whatsoever, it is in the area of group dynamics.

It will be noted that participation in the project of the Subcommittee on Institutions for Teacher Education implies also certain obligations on the part of college faculty members. They may be asked to assist in the local studies, or to serve on the directing committee, or even to attend the workshop and to serve as the local chairman. They will also have the opportunity to attend the regional conferences and to help in making these events successful undertakings.

Finally, one of the most important obligations of the college is to keep its own faculty informed regarding the N. C. A. project and regarding the role which it is playing therein. Unless staff members generally have a clear and sympathetic understanding of the whole undertaking they are not likely to be enthusiastic about working in the local study groups or even about the more nominal forms of activities just mentioned. The success of the project

in bringing about the more effective solution of local educational problems through cooperation depends in a very real measure upon the enthusiasm which has been engendered in the individual faculty member. Toward this end, the subcommittee furnished to every staff member in the participating colleges last fall a copy of a booklet of information about the study. This booklet was printed as a courtesy of the Kansas State Teachers College at Pittsburg. In addition, most of the colleges have held special faculty meetings to make clear the nature and purpose of this study.

The first workshop that was planned by the N. C. A. subcommittee was held at the University of Minnesota during August, 1948, with a total of twenty-three representatives in attendance. These representatives were deans, directors of divisions, and others in positions of prominent leadership in their own institutions. They lived and worked together for four weeks, attending general sessions and seminars and pursuing their individual projects. They formulated plans for institutional study back home which in most cases were unusually ambitious, and gave one good indication of the value of the workshop. A special evaluation of the workshop which they made in the final week indicated unanimous agreement that it had been a stimulating and profitable experience.

The University of Minnesota contributed much to the success of this undertaking by making available special resource people from its staff, lending very real financial support, and in many other ways. It is to be complimented for its assistance. As a tribute to the University's generosity the subcommittee has already made definite plans to hold its 1949 workshop in Minneapolis.

All told, twenty institutions are tak-

ing part in the project during the present academic year. All of these plus at least six others will participate next year. Plans are nearly complete for holding two regional conferences, one in Pittsburg, Kansas, on April 22 and 23, and one in Eau Claire, Wisconsin, on April 30. Staff members of all colleges in the conference areas have been invited to attend.

Although activities on local campuses did not begin until last fall, many colleges have already made outstanding progress in the study of their own educational problems. Thus, all of the twenty colleges have organized one or more local study groups. Some have set up a half-dozen or more such committees and a number have enlisted the participation of every single staff member in these undertakings. Most of the institutions have a large number of individuals at work.

The studies relate to the whole gamut of educational problems: objectives, curriculum, methods of teaching, instructional aids, and evaluation; general education, professional preparation, specialized training, extra-curricular activities, and integration of the entire program; administration, field services, in-service preparation, selection of prospective teachers, and student personnel activities of all kinds. At least one institution has extended its studies into the training school. One college is developing a test of the ability to do reflective thinking in order to have an instrument for measuring its own success in attaining this important objective with students. Two or three institutions are exploring the possibilities of using extra-class activities and counseling, as well as formal course work, for purposes of general education. One or two are developing instruments for having every faculty member undertake to evaluate or to obtain an evaluation of his own teaching. Others are

preparing syllabi of all courses offered in order to clarify objectives, improve teaching, and effect integration. A great variety of attacks is being made on problems of general and of professional education. Time does not permit even the mention of all of the problems being studied, but in general it is clear that the colleges have set formidable tasks for themselves during the current academic year.

Many of the colleges are also trying out innovating practices or methods in facing their contemporary problems. Several undertook real experiments in group dynamics and in democratic procedure in order to arrive at selections of the problems to be studied and to effect an organization of the faculty for the purpose of studying them. A few colleges are making use of their students or of employers of their graduates or of elementary and high school teachers in their efforts to find the weaknesses as well as the strengths in their educational programs. A few of the colleges have taken as their point of departure the principle that their programs of general education are the concern of the entire faculty and are proceeding accordingly. One institution has extended the faculty institute idea by using it not only in the fall but also at mid-year. No classes are in operation at the time of the institute and the entire faculty spends a long hard day at work in the study of institutional problems. Several colleges have made special collections of library materials to facilitate their studies and others have designed special means for making the necessary materials available to the staff members.

Finally, what of the results? Most of the studies now under way will be continued for at least another year and many even longer before results in the sense of improved procedures, policies, and practices have been accomplished. Most of the studies undertaken are of

major scope and cannot be completed in a few months' time. It is, therefore, too early to attempt to evaluate the new undertaking in these terms.

However, there is already much evidence of the kindling of a high level of enthusiasm in institutional studies, of the generation of new and fruitful ideas for the improvement of teacher education, and of the development of a strong faith in research and experimentation in the solution of educational problems. But most important of all is the fact that these institutions are working together in attacking common problems, by sharing ideas and experi-

ences, by lending hope and encouragement to one another, and by being mutually helpful in many ways. Thus, they are not only facing their contemporary problems, but what is still more important, they are facing these problems cooperatively, with the consequence that all of them should find the solutions to their problems far more easily effected, far more effective locally, and more far-reaching in their effects than if each were following a policy of isolationism. It is the cooperative character of their endeavor which is of real significance in their efforts to face contemporary problems.

COOPERATIVE STUDIES OF HIGH SCHOOL- COLLEGE RELATIONS

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THE establishment of cooperative relationships among the secondary schools and the colleges and universities is one of the important objects of the North Central Association of Colleges and Secondary Schools. The primary purpose of the Association, however, is the continued improvement of the educational programs and the increased effectiveness of instruction on the secondary and collegiate levels. Implied in this purpose is a concern for the fullest possible development of youth.

Increasingly, the Association is seeking to achieve its aims through scientific and professional approaches to the solution of common educational problems. Thus, the establishment of cooperative relationships among secondary schools and colleges becomes both a means and an end in the attempts to develop youth through improved programs of educational experiences.

Leaders in the Association have long recognized a need for closer, more effective working relationships between the secondary schools and the colleges and universities. Many worthwhile projects have contributed to improved educational programs and relations. That much remains to be desired in the field of school and college relations is apparent to all concerned.

In attempts to coordinate the activities of the three Commissions of the Association, informal discussions held during 1948 and 1949 centered in part around the desirability of instituting a study of high school-college relations. Finally, a joint meeting of the Administrative Committee of the Commission

on Secondary Schools, the Steering Committee of the Commission on Research and Service, and the Board of Review of the Commission on Colleges and Universities was held on June 23, 1949, at the Palmer House in Chicago, for the purpose of discussing a proposed study of high school-college relations. After considerable discussion, the group agreed as to the need for such a study and proposed the appointment of a special committee to design the study, with the allotment of necessary funds by the Executive Committee.

The recommendation of the joint group was later approved by the Committee on Policies and Plans and submitted to the Executive Committee. The Executive Committee subsequently adopted the idea of a study, authorized the Chairman, Dr. C. W. Boardman, to appoint a Committee on High School-College Relations, and set aside \$500 for the expenses of the Committee in its preliminary activities. Dr. Boardman appointed the following individuals to constitute the Committee: Dr. Earl Sifert, Principal of the Proviso Township High School, Maywood, Illinois; Dr. H. T. Broad, Principal of the Daniel Webster High School, Tulsa, Oklahoma; Dr. Norman Burns, Secretary of the Commission on Colleges and Universities, University of Chicago, Chicago; Dr. H. G. Harmon, President of Drake University, Des Moines, Iowa; Dr. Manning J. Pattillo, Jr., Assistant Secretary of the Commission of Colleges and Universities, University of Chicago, Chicago;

and Dr. J. Andrew Holley, Oklahoma A. and M. College, Stillwater, as chairman.

The function of the Committee on High School-College Relations was to design and prepare a study on high school-college relationships. To carry out the function, the Committee met in Kansas City on November 7 and 8, 1949, and in Chicago on December 1, 1949. The Preliminary Report of the Committee was presented to the Executive Committee of the Association on December 3, 1949. The Executive Committee of the Association approved the general design proposed for a series of studies in the field of school and college relations, instructed the Committee on High School-College Relations to continue, and allocated funds for beginning phase one of the studies.

Furthermore, plans were made by the chairmen of the three commissions, Dr. M. R. Owens of the Commission on Secondary Schools, Dr. P. M. Bail, of the Commission on Research and service, and Father Samuel K. Wilson, of the Commission on Colleges and Universities, for a joint session at the forthcoming annual meeting of the Association for the purpose of presenting the report and having it discussed fully by a panel of college and secondary school leaders.

The Preliminary Report of the Committee which follows is published for information and discussion purposes. It is hoped that the publication of the report will stimulate interest in the proposed cooperative studies of school and college relations on the part of member secondary schools and colleges.

PRELIMINARY REPORT OF THE COMMITTEE ON HIGH SCHOOL-COLLEGE RELATIONS

The Committee proposes that a series of related studies be initiated to improve the services that secondary and collegiate

institutions render to students during the period of the upper division of the senior high school and the lower division of the college. The Committee recognizes that the students' experiences should be characterized by continuity and consistency in administration, counseling, and teaching philosophy and practice.

It is believed that such studies might result in fuller development and wider utilization of student resources. Furthermore, the activities connected with the proposed studies should lead to better understanding and closer and more continuous working relationships between college and school leaders in the solution of mutual problems.

The committee believes that it is more important to describe how particular colleges and secondary schools are attacking their common problems, than to attempt to set up uniform patterns or criteria for admission and articulation.

Design of the Studies

As a basis for achieving the major purposes of the studies, the Committee proposes the following five-phase design.

1. *Phase One.* Define problems and goals.
2. *Phase Two.* Set up and conduct local cooperative demonstrations among selected colleges and their principal feeder secondary schools.
3. *Phase Three.* Coordinate local cooperative demonstrations and provide for exchange of information and experiences among groups concerned.
4. *Phase Four.* Evaluate and disseminate results of studies in Phases One, Two, and Three.
5. *Phase Five.* Stimulate and promote improved practices among schools and colleges.

A. *Phase One.* Define goals and problems.

The first phase of the studies involves the determination of goals and definition of problems. The following methods are suggested for carrying out this phase.

1. An analysis of significant literature,

including a critical study of catalogs, research studies, and committee reports, as well as statements of experiences and opinions of specialists, students, administrators, teachers, and parents.

2. A careful study of on-going projects or experiments, involving groups of colleges and schools in the field of school and college relations.

Through the methods of analyzing significant literature and observing and describing current projects or experiments, such as the Michigan Secondary School-College Agreement, it should be possible to bring together a body of valuable information for guidance in subsequent phases of the proposed studies. For example, the suggested analyses should reveal knowledge bearing on such questions as the following:

1. What are the desirable goals of school and college relations?
2. What are the needs of youth and how can these needs best be met through improved personnel services and curriculum materials and experiences?
3. What are the special skills, information, etc., required for achieving successful social and scholastic adjustments in college?
4. What are the functions and responsibilities of colleges and secondary schools in attaining the goals agreed upon?
5. What specific data should the secondary schools furnish the colleges, and how should such data be utilized by college admissions officers, counselors, and teachers?
6. What are the bases or procedures whereby college and secondary school leaders work together effectively in the solution of common problems?
7. What are the elements of strengths and weaknesses in the existing programs for improving school and college relations?

The Committee raises the question as to what are the special skills, appreciations, etc., which are essential to preparation of students bound for college that are not also essential for all students. Specifically, the Committee holds that such skills are few and can be mastered in a relatively short

period in the latter part of the high school time or during the early period of college attendance.

The Committee holds that preparation for constructive living and good citizenship is the best preparation for college and that marked differentiation in curriculum for the pre-college and the non-college student is not essential. If, as the Committee believes is the case, college admission practices have a detrimental effect on the secondary school curriculum, this phase of the studies should determine the following:

1. The special skills, information, etc. required for college success.
2. Where and by whom these special objectives should be attained.
3. How college admission practices should be changed to relieve the pressure on secondary schools and at the same time allow desirable screening for college entrance.

Additional illustrative topics for exploration and study are the following:

1. The utilization of evidences of a student's relative strengths as discovered by his high school, in classifying him in college and in making proper adjustments in his college program. Among the kinds of evidence that might be considered are: high school records, the results of aptitude tests and interest inventories, and such information as can be secured from college placement tests and early college records.
2. The extra-instructional aids that should be provided at both the secondary and collegiate levels to facilitate student adjustment. Among the aids which might be considered are: reading clinics, speech clinics, how-to-study clinics, special health programs, etc.

B. *Phase Two.* Set up and conduct local cooperative demonstrations and provide for exchange of information and experiences among groups concerned.

The second phase of the series of studies envisages the setting up of several local cooperative demonstrations involving various types and sizes of colleges and one or more of their principal feeder secondary schools. In such demonstrations, the dy-

namics of school and college relations would be observed and described, with special emphasis upon promising machinery of articulation.

In selecting colleges and secondary schools to engage in cooperative study and experimentation, consideration would be given to types of institutions, character of existing relationships, and the willingness on the part of administrators and teachers to participate in the projects. To illustrate, the Committee suggests that one or more projects be set up among colleges, such as Drake University, which receives a considerable proportion of the college-bound graduates of the local Des Moines high schools. In such situations, the opportunities for contact between college and secondary school groups are numerous and the procedures for securing cooperation relatively simple.

A second type of situation is represented by a liberal arts college located in a small town. The problems and procedures of articulation between such an institution and the secondary schools from which it receives graduates may be investigated through one or more local cooperative demonstrations.

A complex institution, such as Minnesota University, and the secondary schools which furnish the majority of graduates who enter the various University colleges, offer another desirable group for self-study and experimentation.

The cooperating institutions would have the results of information brought together through Phase One of the studies. For example, information concerning desirable goals, and significant problems would be available for guidance. The cooperating institutions might set up and try out promising procedures for working together in meeting the agreed-upon-goals. Such procedures as getting various administrative and instructional groups organized and functioning would be developed and applied. Attempts would be made to devise new machinery for promoting continuous and fruitful contacts between representatives of colleges and secondary schools in

solving vital local problems in student personnel services and curriculum articulation.

C. Phase Three. Coordinate local cooperative demonstrations and provide for exchange of information and experiences among groups concerned.

The problem involved at this point is primarily that of inter-project coordination. The following methods and devices are proposed for accomplishing Phase Three:

1. Over-all coordination of project plans and activities by a Central Committee representing the North Central Association of Colleges and Secondary Schools.
2. Direct coordination and assistance by one or more consultants or coordinators, selected by the Central Committee. This procedure would involve visitation of various groups and institutions by the available consultants or coordinators for the purpose of observation and coordination of activities.
3. Preparation, publication, and distribution of news sheets as a means of exchanging information and experiences among groups and institutions involved in local cooperative studies.

D. Phase Four. Evaluate and disseminate results of studies in Phases One, Two, and Three.

The job in Phase Four would be to devise and apply means for evaluating the findings, conclusions, and recommendations growing out of previous phases of the studies, and for disseminating the results widely among member colleges and secondary schools.

E. Phase Five. Stimulate and promote improved practices among schools and colleges.

The methods and devices used for accomplishing Phase Five would be related to the activities and projects of the Association. It is contemplated that few if any changes might be necessary in the criteria for accrediting. The methods presumably would be stimulative in character and effect.

AN EVALUATION OF HIGH SCHOOL SUBJECT FIELDS

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SCHOOL administrators and curriculum directors are continually faced with the problem of selecting, from the maze of available courses, those fields of study which are of greatest value to high school students. One method of evaluating the various subject fields is to determine their contributions to the attainment of commonly accepted educational objectives.

In 1933, the North Central Association published the objectives of secondary education which are reproduced in the following pages. These objectives or purposes of education are the product of more than fourteen years of study by the Association's Committee on Standards of Use in the Reorganization of Secondary School Curriculum.¹ The present study is an attempt to determine the opinions of a group of educators and laymen regarding the relative contributions made by certain high school subject fields to the attainment of the North Central Association's objectives. The fields of study selected to be evaluated were those reported by the U.S. Office of Education² as appearing most frequently in high school curricula.

The critics evaluated the subject fields by estimating the extent to which each field, as taught at the present time, aided in achieving the education-

al objectives. The estimate of a subject field's contribution to an objective was based on a 0-10 point scale—ten points indicating maximum contribution. The total score possible for any one subject field was, therefore, 40 points. The four individual ratings given to each subject field were placed in the spaces provided as shown in the portion of the evaluation sheet which is reproduced on the next page.

In addition to evaluating the subject fields, the critics also rated the educational objectives. The same 0-10 point scale was used.

The group of 695 individuals who appraised the objectives and subject fields comprised 300 educational workers and 395 laymen. Forty-six (15 percent) of the educators were either college teachers or school administrators, 226 (75 percent) were high school teachers, and 26 (9 percent) were elementary school teachers. The remaining two did not specify their teaching level. The major teaching fields of the educators were fairly well distributed over the twelve fields being evaluated. The laymen group included approximately fifty critics in each of the large classifications listed in the *Dictionary of Occupational Titles*.³ (See Table I.)

Of the 695 critics, 486 (70 percent) were married; 441 (63 percent) were men; 326 (47 percent) were college graduates; 231 (33 percent) were high school graduates but not college gradu-

* Now at Michigan State College.

¹ L. W. Webb, editor, *High School Curriculum Reorganization*, Ann Arbor: The North Central Association, 1933, p. 15.

² U. S. Office of Education Bulletin 1938, Number 6, *Offerings and Registrations in High School Subjects*, Washington, D. C.: United States Government Printing Office, 1938, p. 24.

Note: The author extends sincere appreciation to Professor Seward C. Staley, of the University of Illinois, for his help in this project.

³ Job Analysis and Information Section, Division of Standards and Research, United States Department of Labor, *Dictionary of Occupational Titles, Part II, Group Arrangement of Occupational Titles and Codes*, p. ix. Washington, D. C.: United States Government Printing Office, 1939.

FORM ON WHICH EVALUATIONS WERE INDICATED

	Educational Objectives (described on accompanying sheet)			
	Health	Leisure Time	Social	Vocational
Agricultural Subjects Animal husbandry, crops, etc.				
Art and Drawing Designing, painting, etc.				
Commercial Subjects Bookkeeping, typing, etc.				
English Composition, speech, etc.				
Foreign Languages French, German, Latin				
Home Economics Foods, home management, etc.				
Industrial Arts Manual training, etc.				
Mathematics Algebra, geometry, etc.				
Music Band, orchestra, etc.				
Physical Education Physical fitness, sports, etc.				
Science Biology, chemistry, etc.				
Social Studies Civics, history, etc.				

ULTIMATE OBJECTIVES OF SECONDARY
EDUCATION

Health: To produce the dispositions and abilities needed to secure and maintain a condition of personal good health and physical fitness.

To develop in individuals correct health practices, and habits of indoor and outdoor exercises, and of relaxation, which assist in the maintenance of bodily vigor and vitality.

To develop a lifelong desire for participation in wholesome activities, and to

develop wholesome and intelligent attitudes toward the necessity for recreation and systematic exercise, in case of all individuals and all kinds of activities sponsored in community centers.

To prevent and correct ill-health and bodily defects, and to maintain freedom from bodily handicaps in individuals.

Leisure Time: To produce the dispositions and abilities needed to use leisure time in right ways.

To express in leisure-time activities the nobler emotions, such as courage, altruism, esthetic feeling, reverence, and loyalty to one's home, community, and country.

To secure wholesome recreation and relaxation through games, sports, travel, good literature, the fine arts, conversation, and hobbies.

To be socially helpful through avocational activities in the home, church and community.

Social: To produce the disposition and abilities needed to sustain successfully certain definite social relationships, civic, domestic, community and the like.

To have due personal regard for the rights of others in all personal contacts and relationships, and proper sense of social obligations.

To recognize the proper relationships of individuals within a single group.

To recognize the proper relationship of

one group to another.

To be socially efficient through participation in varied modes of group activities.

Vocational: To produce the disposition and abilities to engage successfully in exploratory-vocational and vocational activities.

To secure satisfaction in skillful performance and to have pride in the rendering of service through one's vocation.

To provide adequately life's necessities for oneself and one's dependents.

To save a financial reserve for the emergencies of the unproductive period of life.

To contribute from one's surplus for one's own leisure, and from one's wealth and energy toward the advancement of community life.

To cooperate in industry or profession on a basis of common ideals and interests.

ates; and 138 (20 percent) had not graduated from high school. The age distribution of 659 critics is given in Table II. Thirty-six neglected to give their ages.

TABLE I

DISTRIBUTION OF OCCUPATIONS OF 395 LAYMEN WHO EVALUATED THE EDUCATIONAL OBJECTIVES AND SUBJECT FIELDS

Occupation	Number of Critics
Agricultural, Fishery, Forestry, and Kindred Occupations.....	48
Clerical and Sales.....	47
Domestic, Personal, and Protective Service.....	48
Homemaker or Housewife.....	54
Professional and Managerial.....	50
Skilled.....	48
Semi-skilled.....	50
Unskilled.....	50
TOTAL.....	395

TABLE II

DISTRIBUTION OF AGES OF 659 OF THE CRITICS WHO EVALUATED THE EDUCATIONAL OBJECTIVES AND SUBJECT FIELDS

Ages	Number of Critics
Under 25.....	137
25 to 29.....	145
30 to 39.....	156
40 to 49.....	116
50 to 59.....	81
60 years and over.....	24
TOTAL.....	659

After the evaluation sheets had been collected, the individual ratings of the objectives and subject fields were averaged. The means of the ratings are given in Table III.

The significance of the differences among the mean ratings of the objectives was tested by dividing the differ-

TABLE III

COMPOSITE JUDGMENT OF 695 CRITICS AS TO THE RELATIVE IMPORTANCE OF THE
EDUCATIONAL OBJECTIVES AND THE CONTRIBUTIONS MADE TO
THEIR ATTAINMENT BY EACH SUBJECT FIELD

Subject Field	Educational Objectives					Rank
	Health	Leisure Time	Social	Vocational	Total	
Physical Education	8.91*	7.58	6.60	5.64	28.73	1
Home Economics	7.70	5.54	5.80	7.22	26.26	2
Music	3.48	7.42	6.87	5.61	23.38	3
Agricultural Subjects	6.33	4.53	3.65	7.79	22.30	4
English	2.75	5.40	6.91	6.80	21.86	5
Industrial Arts	4.00	6.25	3.71	7.64	21.60	6
Art and Drawing	2.69	6.90	4.64	6.17	20.40	7
Science	5.89	4.00	3.55	6.18	19.62	8
Social Studies	3.32	4.14	6.33	5.36	19.15	9
Commercial Subjects	2.00	2.78	3.09	7.64	15.51	10
Mathematics	1.98	2.75	2.83	6.86	14.42	11
Foreign Languages	1.55	3.37	4.76	4.24	13.92	12
TOTAL	50.60	60.66	58.74	77.15		
Mean	8.43*	5.91	6.91	8.30		
Rank	1	4	3	2		

* Individual ratings are based on a maximum of ten points.

ences by the standard errors of those differences. By consulting tables designed for interpreting this ratio, the probabilities of obtaining differences of these magnitudes by chance alone were determined. Only in the comparison of the health and vocational objectives could the difference be reasonably at-

TABLE IV

WEIGHTED MEANS OF THE RATINGS GIVEN TO THE SUBJECT
FIELDS BY THE 695 CRITICS

Subject Field	Educational Objectives					Rank
	Health	Leisure Time	Social	Vocational	Total	
Physical Education	7.51	4.48	4.56	4.68	21.23	1
Home Economics	6.49	3.27	4.01	5.99	19.76	2
Agricultural Subjects	5.34	2.68	2.52	6.47	17.01	3
Music	2.93	4.39	4.75	4.66	16.73	4
Industrial Arts	3.37	3.69	2.56	6.34	15.96	5
English	2.32	3.19	4.77	5.64	15.92	6
Science	4.97	2.36	2.45	5.13	14.91	7
Art and Drawing	2.27	4.08	3.21	5.12	14.68	8
Social Studies	2.80	2.45	4.37	4.45	14.07	9
Commercial Subjects	1.69	1.64	2.14	6.34	11.81	10
Mathematics	1.67	1.63	1.96	5.69	10.95	11
Foreign Languages	1.31	1.99	3.29	3.52	10.11	12

tributed to chance. The probability in this case was 0.14.

The same procedure was followed in testing the significance of the differences among the total scores (total contributions) of the subject fields. Of the sixty-six comparisons only six differences resulted in probabilities larger than 0.01. These were as follows: agricultural subjects with industrial arts (0.05); agricultural subjects with English (0.04); art and drawing with science (0.03); English with industrial arts (0.27); foreign languages with mathematics (0.11); and social studies with science (0.23).

By weighting each of the individual ratings of the subject fields according to the relative importance of the objective, a closer estimate of the subject fields' total contributions was obtained. The weighted ratings were secured by multiplying each individual rating (contribution) by the rating given to the objective, and dividing this product by 10, the maximum rating that could be given to the objective. The weighted form of the ratings in Table III are shown in Table IV.

Weighting the ratings did not alter appreciably the ranks of the subject fields. The rank of art and drawing, English, and music were lowered slightly due to the fact that these fields make their greatest contribution to the social and leisure-time objectives which were considered least important.

The evaluation sheets were grouped according to the critics' ages, and then regrouped according to occupation, sex, marital status, and formal education, resulting in a total of twenty-five groupings. Tables similar to Tables III and IV were constructed for each of the separate groupings. An analysis of these tables revealed a close agreement among the opinions of the various groups of critics. Those differences that seem noteworthy will be mentioned.

The health objective was considered to be most important by the older critics, while the younger critics rated the vocational objective highest. The older critics also rated the contributions of home economics higher than those of physical education. Younger critics rated physical education highest of all fields. The opinions of educators and laymen appear to be in close agreement. No difference in the ranking of the subject fields by these two groups appeared to be significant. The agricultural workers rated agricultural subjects higher and English lower, and the professional workers rated English higher and agricultural subjects lower than did any other occupational group. The skilled, semi-skilled, and unskilled laborers rated mathematics higher and music lower than did the other laymen. College graduates rated science higher than did non-graduates. The college-teacher and school-administrator group rated the social objective and social studies higher than did any other group.

Tables V and VI show the consistency with which the educational objectives and subject fields were ranked by the twenty-five various groups. In each case, the subject fields were ranked by their weighted total score. Table V shows, for example, that of the twenty-five groups of critics, sixteen considered the health objective most important

TABLE V

SUMMARY OF THE DISTRIBUTION OF THE RANKINGS OF THE EDUCATIONAL OBJECTIVES BY THE TWENTY-FIVE VARIOUS GROUPS

Objectives	Rank Frequency			
	1	2	3	4
Health	16	9	—	—
Leisure Time	—	—	1	24
Social	—	1	23	1
Vocational	9	15	1	—

TABLE VI
SUMMARY OF THE DISTRIBUTION OF THE RANKINGS OF THE SUBJECT
FIELDS BY THE TWENTY-FIVE VARIOUS GROUPS

Subject Field	Rank Frequency											
	1	2	3	4	5	6	7	8	9	10	11	12
Agricultural Subjects	1	—	11	7	2	1	3	—	—	—	—	—
Art and Drawing	—	—	—	—	—	2	7	12	4	—	—	—
Commercial Subjects	—	—	—	—	—	1	—	—	—	14	10	—
English	—	—	2	4	8	8	1	1	1	—	—	—
Foreign Languages	—	—	—	—	—	—	—	—	—	—	8	17
Home Economics	2	22	1	—	—	—	—	—	—	—	—	—
Industrial Arts	—	—	1	9	4	9	1	1	—	—	—	—
Mathematics	—	—	—	—	—	—	—	—	3	7	7	8
Music	—	—	10	4	10	1	—	—	—	—	—	—
Physical Education	22	3	—	—	—	—	—	—	—	—	—	—
Science	—	—	—	—	1	3	12	9	—	—	—	—
Social Studies	—	—	—	1	—	—	1	2	17	4	—	—

and nine rated it second in importance.

The reliability of the rating technique was determined by having thirty-six critics rate the educational objectives and subject fields twice. These critics were told their first evaluation sheets had been lost. Approximately one week elapsed between the two evaluations. From the two sets of ratings, a reliability coefficient of .718 was computed.

An analysis of the results of the study disclosed several interesting relationships. Although the health objective was considered most important, the total contribution to this objective was thought to be less than the total contri-

bution to any of the other objectives (Table III). This was true of the opinions of each of the twenty-five groups of critics.

The subject fields, by total contribution, fall into three rather distinct groups. Physical education and home economics were thought to contribute more to the attainment of the objectives than any of the other subject fields. The next group included agricultural subjects, music, industrial arts, English, science, art and drawing, and social studies. Commercial subjects, mathematics, and foreign languages form the third group.

TEACHING OF RELIGION AND PHILOSOPHY IN SIXTY-FIVE TEACHERS COLLEGES IN NORTH CENTRAL TERRITORY

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Ball State Teachers College
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FOR several years the question of teaching religion in publicly supported institutions has been subjected to a certain amount of criticism, even to the extent of being appealed to the United States Supreme Court. A check of the catalogues of sixty-five State Teachers Colleges located in the territory of the North Central Association of Colleges and Secondary Schools brings out certain revealing facts concerning the teaching of religion in publicly supported teacher training institutions. According to statements published in the college catalogues, twenty-six, or 40 percent, of these State Teachers Colleges offer courses in religion. Closely allied to courses in religion are courses in philosophy. Of the sixty-five colleges referred to, twenty, or 31 percent, offer courses in philosophy. Combining the offerings in religion and philosophy, it was found that thirty-five, or 54 percent of these State Teachers Colleges offer courses in either religion or philosophy.

Table I shows which department offers the courses in religion or philosophy.

TABLE I
DEPARTMENT OF INSTRUCTION IN WHICH
PHILOSOPHY AND RELIGION
COURSES ARE OFFERED

Department	Philosophy	Religion
English	—	14
Philosophy	13	3
Religion	2	6
Social Science	3	2
Philosophy and Religion	2	1
TOTAL	20	26

phy. It will be noted that over one-half of the colleges offering religion included these courses in the English department. The average number of semester hours offered in religion in the twenty-six State Teachers Colleges is 5 semester hours. The average number of semester hours offered in philosophy in the twenty colleges is $10\frac{1}{2}$ semester hours.

The following list shows that there is very little agreement on the part of these colleges as to the titles attached to these courses; however, since most of the courses in religion are offered in the English department, it may be concluded that the course is approached from the literary point of view.

The list just referred to shows the frequency with which each title occurred in the college catalogues which the writer examined. Thus each of these three titles is used by four colleges: *Bible Literature*, *Philosophy of Religion*, *The Bible as Literature*; these five, two times: *Hebrew History*, *Life and Teachings of Jesus*, *Literature of the Bible*, *The New Testament*, *The Old Testament*; and these—forty-five all told—once: *Man and His Beliefs*, *Literature of the Old Testament*, *Literature of the New Testament*, *The Life of Jesus*, *History of the Christian Religion*, *Problems of Religion*, *Christian Ethics*, *Religions of the World*, *Introduction to Religious Ideas*, *Teaching of Religion*, *Old Testament History*, *New Testament History*, *New Testament Geography*, *Bible Lands*, *The Social Teachings of Jesus*, *The English Bible*, *An Introduction to the Bible*, *The Life of Jesus According to Mark*, *The Life of*

Paul, The Old Testament: Historical Portions, The Prophets of the Old Testament, New Testament History, Homiletics, Sunday School Pedagogy, The Life of Christ, The Early Church, Great World Religions, Seminars in Religious Education, Religious Forces in the Modern World, Problems of Religious Education, Special Methods of Teaching Religion, Religious Education and Human Relations, Approaches to the Teaching of Religion, Times and Teachings of the Old Testament, Times and Teachings of the New Testament, Era of Renaissance and Reformation, The Teaching of the Hebrew Prophets, Literature of the Bible—Old Testament, Literature of the Bible—New Testament, Christian Doctrine, Christian Ethics, Old Testament, History of the Hebrew and the Near East, Historical Development of the World's Living Religions, The World's Great Religions.

The titles applied to the various courses in philosophy show similar disagreement. Thus in thirteen colleges, *Introduction to Philosophy* is used; in nine, *Ethics*; in five, *Logic*; and in three, *Philosophy of Religion*. Each of these occurs twice: *History of Ancient and Medieval Philosophy, History of Modern Philosophy, History of Philosophy, Political Philosophy, Problems of Philosophy*. Finally, these forty-four titles are recorded by as many institutions—once each: *Philosophy, Philosophy of Living, Man and His Beliefs, Pragmatism, Pattern of Living, Introduction to General Philosophy, Aesthetics, or the Philosophy of Beauty, Source Readings in Ancient Philosophy, Source Readings in Medieval Philosophy, Source Readings in Modern Philosophy, Source Readings in American Philosophy, Philosophy of Literature, Metaphysics, Philosophy of the State, Philosophy of History and/or World Culture, Philosophies of the Western World, Philosophy of Present Day Life, Contempo-*

rary Philosophy, History of Philosophy: Greek and Christian Philosophy, History of Philosophy: Modern and Recent Thinkers, Problems of Ethics, Philosophy of Science, Philosophy of History, Introduction to the History of Ideas, Logic and Scientific Method, American Ideals, History of Philosophy: Ancient, History of Philosophy: Medieval, History of Philosophy: Modern, Freedom and the Poets, Aesthetics, Social Philosophies, Idealism, Human Destiny, Recent American Philosophy, Recent British Philosophy, Philosophical Ideas in Literature, Seminar in Philosophical Readings, History of Political Thought, Philosophy of Education, Types of Philosophic Thought, Types of Philosophy, Elementary Logic, A Philosophy of Democracy.

In the teaching of courses in religion and philosophy, it is of interest to know something about the background and training of the instructors concerned. It is impossible, in most cases, to determine who teaches the course; however, in a few instances the faculty members are listed. The instructors in fourteen of the institutions are herewith identified:

Iowa State Teachers College, Cedar Falls, Iowa

BODEIN, VERNON P., M.A., University of Richmond; B.D., Colgate-Rochester Divinity School; Ph.D., Yale University. *Director of the Bureau of Religious Activities, 1944.*

Western Michigan College of Education, Kalamazoo, Michigan

GARY, LORENA M., A.B., Western Michigan College of Education; M.A., University of Michigan. *Assistant Professor of English.*

Southwest Missouri State College, Springfield, Missouri

BOSCH, F. W. ARCHIBALD, A.B., Southwestern College, Memphis, Tenn. (1917); B.D., Union Theological Seminary, Richmond, Virginia (1918); Th.M., Louisville Theological Seminary, (1927); Graduate Student, Biblical Seminary in New York (1925); D.D., Houston Bible Institute (1934); S.T.D., Temple University (1940). *Professor of Bible.*

Highlands University, Las Vegas, New Mexico

HOSFORD, LISLE, B.A., Fremont Normal, 1911; B.A., Morningside College, 1914; M.A., University of Nebraska, 1924; B.Mus., American Conservatory of Music, 1929; Th.D., Clif School of Theology, 1940; N.M.H.U. since 1932.

State Teachers College, Minot, North Dakota

VANATA, T. A., B.A., Wooster College, Wooster, Ohio; B.D., McCormick Theological Seminary, Chicago; Graduate Study, Ohio State University. Minot State Teachers College, 1946.

Nebraska State Teachers College, Kearney, Nebraska

RYAN, C. T., *English*. A.B., Washington College; Ed.M., Harvard University; Graduate Student, University of Wyoming (1928).

Fairmont State College, Fairmont, West Virginia

RHODES, HADDON S., *English*, A.B., Fairmont State College (1931); A.M., West Virginia University.

Indiana State Teachers College, Terre Haute, Indiana

DYCHE, EUGENE, A.B., Oklahoma City University; M.A., University of Oklahoma; Ph.D., University of Southern California, *Associate Professor of Philosophy*, 1946.

Western Michigan College of Education, Kalamazoo, Michigan

FRIEDMAN, ROBERT. *History and Philosophy*. A.B., Goshen College; Ph.D., University of Vienna.

Central State Teachers College, Stevens Point, Wisconsin

HARRIS, ALBERT E. *Psychology, Philosophy, and Education*. B.E., LaCrosse State Teachers College; Ph.M., University of Wisconsin

River Falls State Teachers College, River Falls, Wisconsin

JURGENS, ERNST F., *German, Philosophy*. B.A., M.A., Ph.D., University of Iowa.

Oshkosh State Teachers College, Oshkosh, Wisconsin

RAMSDEN, RAYMOND, *Psychology and Philosophy*. B.A., 1937, University of Wisconsin, M.A., 1938; Ph.D., 1941, Ohio State University.

West Liberty State College, West Liberty, W. Virginia

YOUNG, CHARLES FRANCIS, A.B., Friends University, 1915; B.S., University of Pittsburgh, 1922; A.M., University of Pittsburgh,

1927; Ph.D., University of Pittsburgh, 1936. *Professor of Education and Psychology*.

Western State College, Gunnison, Colorado

NUCKOLLS, GEORGE L., A.B., Oklahoma Methodist College; A.M., University of Denver; S.T.B., University of Boston; Ph.D., University of Denver. *Professor of Philosophy*.

Table II gives the name of the college, the number of semester hours offered in religion, and the department in which it is offered for the twenty-six State Teachers Colleges with which we are dealing. It will be noted that the largest number of semester hours offered is $15\frac{1}{2}$ at Southwest Missouri State Teachers College, Springfield, Missouri. The smallest number is 1 at Southeastern State College, Durant, Oklahoma. The average is 5 semester hours.

Table III lists the twenty teachers colleges which offer courses in philosophy, the number of semester hours offered, and the department in which the subject is listed. It will be noted that the largest number of hours is $37\frac{1}{2}$ at Highlands University, Las Vegas, New Mexico. The smallest number is 2 at Black Hills Teachers College, Spearfish, South Dakota. The average is $10\frac{1}{2}$ semester hours for the twenty institutions.

The following State Teachers Colleges in the North Central area do not offer courses in either religion or philosophy:

Arizona State College, Tempe, Arizona
Henderson State Teachers College, Arkadelphia, Arkansas

Arkansas State Teachers College, Conway, Arkansas

Eastern Illinois State College, Charleston, Illinois

Northern Illinois State Teachers College, DeKalb, Illinois

Western Illinois State College, Macomb, Illinois
Northern Michigan College of Education, Marquette, Michigan

Mankato State Teachers College, Mankato, Minnesota

TABLE II
COLLEGES, NUMBER OF SEMESTER HOURS OFFERED, AND DEPARTMENTS IN
WHICH COURSES IN RELIGION ARE TAUGHT

Colleges	Semester Hours	Departments
1. Arizona State College, Flagstaff, Arizona	2	English
2. Colorado College of Education, Greeley, Colorado	5½	English
3. Illinois State Normal University, Normal, Illinois	2	English
4. Kansas State Teachers College, Pittsburg, Kansas	10	Social Science
5. Western Michigan College of Education, Kalamazoo, Michigan	4	English
6. Central Michigan College of Education, Mount Pleasant, Michigan	4	English
7. Michigan State Normal College, Ypsilanti, Michigan	2	English
8. Bemidji State Teachers College, Bemidji, Minnesota	2	English
9. Northeast Missouri State Teachers College, Kirksville, Missouri	18	Social Science
10. Northwest Missouri State Teachers College, Maryville, Missouri	10	Religion
11. Southwest Missouri State Teachers College, Springfield, Missouri	15½	Religion
12. Central Missouri State College, Warrensburg, Missouri	12	Religion
13. Nebraska State Teachers College, Kearney, Nebraska	4	English
14. Nebraska State Teachers College, Wayne, Nebraska	2	English
15. Minot State Teachers College, Minot, North Dakota	5½	Philosophy
16. Southeastern State College, Durant, Oklahoma	1	Religion
17. Central State College, Edmond, Oklahoma	4	Religion
18. Northern State Teachers College, Aberdeen, South Dakota	2	English
19. Black Hills Teachers College, Spearfish, South Dakota	2	Religion
20. Bluefield State Teachers College, Bluefield, West Virginia	2	English
21. Fairmont State College, Fairmont, West Virginia	6	English
22. Glenville State College, Glenville, West Virginia	4	English
23. Shepherd College, Shepherdstown, West Virginia	3	English
24. Indiana State Teachers College, Terre Haute, Indiana	2½	Philosophy
25. Iowa State Teachers College, Cedar Falls, Iowa	4	Philosophy-religion
26. Kansas State Teachers College, Emporia, Kansas	5	Philosophy
Moorhead State Teachers College, Moorhead, Minnesota		Northeastern State College, Tahlequah, Oklahoma
St. Cloud State Teachers College, St. Cloud, Minnesota		General Beadle State Teachers College, Madison, South Dakota
Winona State Teachers College, Winona, Minnesota		Springfield State Teachers College, Springfield, South Dakota
Southeast Missouri State College, Cape Girardeau, Missouri		Eau Claire State Teachers College, Eau Claire, Wisconsin
Nebraska State Teachers College, Chadron, Nebraska		LaCrosse State Teachers College, LaCrosse, Wisconsin
Peru State Teachers College, Peru, Nebraska		Milwaukee State Teachers College, Milwaukee, Wisconsin
New Mexico State Teachers College, Silver City, New Mexico		Platteville State Teachers College, Platteville, Wisconsin
Dickinson State Teachers College, Dickinson, North Dakota		Superior State Teachers College, Superior, Wisconsin
State Normal and Industrial College, Ellendale, North Dakota		Whitewater State Teachers College, Whitewater, Wisconsin
Mayville State Teachers College, Mayville, North Dakota		
Valley City State Teachers College, Valley City, North Dakota		
East Central State College, Ada, Oklahoma		
Northwestern State College, Alva, Oklahoma		

Only one institution, Black Hills Teachers College, indicates that the course in religion may be required for graduation. According to the college

TABLE III
COLLEGES, NUMBER OF SEMESTER HOURS OFFERED, AND DEPARTMENTS IN
WHICH COURSES IN PHILOSOPHY ARE TAUGHT

Colleges	Semester Hours	Departments
1. Adams State Teachers College, Alamosa, Colorado	8	Philosophy
2. Western State College, Gunnison, Colorado	13 $\frac{2}{3}$	Philosophy
3. Ball State Teachers College, Muncie, Indiana	2 $\frac{2}{3}$	Social Science
4. Indiana State Teachers College, Terre Haute, Indiana	34 $\frac{2}{3}$	Philosophy
5. Iowa State Teachers College, Cedar Falls, Iowa	18 $\frac{2}{3}$	Philosophy-religion
6. Kansas State Teachers College, Emporia, Kansas	7	Philosophy
7. Western Michigan College of Education, Kalamazoo, Michigan	12	Philosophy
8. Central Michigan College of Education, Mount Pleasant, Michigan	8	Philosophy
9. Northeast Missouri State Teachers College, Kirksville, Missouri	5	Social Science
10. Central Missouri State College, Warrensburg, Missouri	6	Religion
11. Highlands University, Las Vegas, New Mexico	37 $\frac{1}{2}$	Philosophy
12. Minot State Teachers College, Minot, North Dakota	13 $\frac{1}{2}$	Philosophy
13. Northern State Teachers College, Aberdeen, South Dakota	3 $\frac{1}{2}$	Social Science
14. Black Hills Teachers College, Spearfish, South Dakota	2	Philosophy-religion
15. Concord College, Athens, West Virginia	3	Philosophy
16. Glenville State College, Glenville, West Virginia	3	Philosophy
17. West Liberty State College, West Liberty, West Virginia	5	Religion
18. Oshkosh State Teachers College, Oshkosh, Wisconsin	9	Philosophy
19. River Falls State Teachers College, River Falls, Wisconsin	9	Philosophy
20. Central State Teachers College, Stevens Point, Wisconsin	6	Philosophy

catalogue, "either P & R 401 (An Introduction to Philosophy) or 403 (The World's Great Religions) will be required of seniors graduating in 1950 and thereafter. These courses may be instituted as elective study prior to the academic year 1949-50." Each of these courses carries two semester hours of credit.

Two State Teachers Colleges require a course in philosophy for graduation. Adams State College requires 4 semester hours of "Introduction to Philosophy" for graduation. Highlands University requires 4 semester hours in "Problems of Philosophy and Ethics."

Fields of concentration may be worked out in several of the State Teachers Colleges in either religion or philosophy. Northeast Missouri State Teachers College has a minor of 15 semester hours. Indiana State Teachers College has a major of 32 semester hours, and Central Missouri State Col-

lege has a major of 30 semester hours. In the field of philosophy, it is possible to secure a 24 semester hour major or a 16 semester hour minor at Highlands University. At Northeast Missouri State Teachers College, a 15 semester hour minor is available.

CONCLUSION

It would seem logical that the teaching of religion and philosophy in State Teachers Colleges would need to be based on a particular need for courses of this character, as for any other course in the college curriculum. It could be argued that courses in these two fields would contribute appreciably (1) to the general education of students, (2) to the general culture of students, (3) towards giving a framework or meaning to the why's and wherefore's of life, or (4) to provide training that will be useful for future teachers. One State Teachers College states that "The pur-

pose of the Bible course is to give a student a definite and organized knowledge of the contents of the English Bible, in order that its historical, literary, and spiritual value may be fully appreciated and may become a useful tool in character building. The purpose of the Religious Education courses is to help ministerial students and others to become more effective preachers and Sunday School teachers."

The broadened curriculum in State Teachers Colleges today includes much pre-professional work which can be compared to the so-called "liberal education" received in the private liberal arts colleges. Most of the private liberal arts colleges offer courses in either religion or philosophy. It may be that State Teachers Colleges, in their transition from straight teacher training to a cur-

riculum including more pre-professional work, may wish to add these courses to enable their graduates to compare more favorably with the products of the private liberal arts colleges.

It would appear necessary to prove that students should have these disciplines in order to become better trained teachers. Research on this point is not conclusive enough to draw valid conclusions.

Since the material for this study was secured from the college catalogues of the State Teachers Colleges in the North Central area, the reader should realize that what is oftentimes so announced is not always carried out. It would be advisable to request additional information from the State Teachers Colleges which list courses in either religion or philosophy.

TREASURER'S REPORT

July 1, 1948-June 30, 1949

WILLIAM E. McVEY, *Treasurer*

THE North Central Association has employed for many years, the firm of Oldham & Gouwens, 1 North LaSalle Street, Chicago, Illinois, to audit the books of the treasurer. Our contract with Oldham & Gouwens provides for a continuous audit of the treasurer's books, and they are at liberty to examine them at any time during the year.

The report of the auditors is published annually in order that members of the Association may be informed regarding financial transactions and budgetary procedures of the organization.

The report which follows covers the fiscal year beginning July 1, 1948 and ending June 30, 1949. It will be noted that the balance in the General Fund at the close of the last fiscal year was \$10,070.03. The Executive Committee has expressed the feeling that a balance in approximately this amount is essential in order to keep the work of the Association on a sound financial basis. In addition, \$7,834.19 remained in the Liberal Arts Study account and \$2,350.00 to the credit of the Committee on Institutions for Teacher Education. Both of these undertakings receive their support from sources outside of membership fees. They represent grants and funds derived from institutions participating directly in these studies.

The report was addressed to the treasurer under date of August 19, 1949.

We [Oldham & Gouwens] have examined the books of account and records maintained at your office as Treasurer of the North Central Association of Colleges and Secondary Schools for the fiscal period from July 1, 1948 to June 30, 1949 and submit herewith our report which includes the exhibits and schedule listed below and our comments thereon:

Exhibit "A" —Balance Sheet, June 30, 1949

Exhibit "A-1" —Statement of Cash Receipts and Disbursements

Exhibit "B" —Comparative Statement of Income and Expense for the years ended June 30, 1949 and 1948

Schedule "B-1"—Comparative Statement of Expense for the years ended June 30, 1949 and 1948

Activities

The gross income of the Association for the year ended June 30, 1949 was \$76,506.08. Of this amount \$53,632.50 represents receipts for membership fees. The expense for the year amounted to \$74,494.33. Accordingly, the income exceeded the expenses for the year ended June 30, 1949 by \$2,011.75 as compared with an excess of income over expense for the previous year of \$367.04.

A condensed summary of the income and expense for the two fiscal years is given on the following page. The details are given in Exhibit "B" and a comparative statement of the expense of the two periods is given in Schedule "B-1."

	Years Ended June 30,		Increase Decrease*
	1949	1948	
<i>Income</i>			
Membership fees.....	\$53,707.50	\$45,507.50	\$8,200.00
Application fees.....	375.00	280.00	95.00
Inspection and survey fees.....	18,022.83	16,157.72	1,865.11
Sales of quarterlies and reprints.....	1,511.05	1,236.74	274.31
Sale of manuals and schedules.....	504.55	800.82	296.27*
Sale of histories of North Central Association.....	25.10	11.41	13.69
Sale of Form "A".....	126.26	—	126.26
Registration fees—Annual Meeting.....	1,499.00	1,530.03	31.03*
Income tax withheld.....	—	352.40	352.40*
Royalties and miscellaneous.....	734.79	918.23	183.44*
Total Income.....	\$76,506.08	\$66,794.85	\$9,711.23
Expenses.....	74,494.33	66,427.81	8,066.52
Excess of Expenses over Income.....	\$ 2,011.75	\$ 367.04	\$1,644.71

Financial Condition

The General Fund increased \$2,011.75 during the year from \$8,058.28 at June 30, 1948 to \$10,070.03 at June 30, 1949. The increase represents the excess of income over expenses.

COMMENTS ON BALANCE SHEET

Cash on Deposit

The cash funds of the Association were on deposit at June 30, 1949 in the following banks:

First National Bank of Chicago.....	\$ 4,398.15
Continental Illinois National Bank and Trust Company, Chicago.....	5,000.00
National Bank of Harvey.....	6,439.50
South Holland Trust & Savings Bank.....	4,808.47
Total.....	<u>\$20,646.12</u>

Revolving Funds with Secretaries of Commissions

Mr. Norman Burns, Secretary, Commission on Colleges and Universities

Cash on hand.....	\$ 3.57
Cash on deposit, University National Bank, Chicago.....	<u>299.19</u>
	\$ 302.76

Dr. G. W. Rosenlof, Secretary North Central Association of Colleges and Secondary Schools

Balance in account.....	141.94
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Dr. Edgar G. Johnston, Secretary, Commission on Secondary Schools

Trust Fund, Secondary Commission

University of Michigan

Balance in account.....	149.09
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Dr. Harlan C. Koch, Managing Editor, North Central Association Quarterly

Balance in account June 30, 1949.....	546.58
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\$1,140.37

We received direct verification from the depositories covering the balances on deposit at June 30, 1949 in the Treasurer's accounts and the amounts reported to us were reconciled with the amounts shown on the books.

Copies of all official receipts for cash received by the Treasurer during the fiscal year were traced to the cash received records and from these records to their deposit in the banks. All cancelled checks

returned by the banks were examined and traced to the cash disbursement records. Properly authorized vouchers covering the disbursements were also checked.

The balances in the Revolving Funds held by Secretaries of Commissions and the "Quarterly" office were verified by examining their reports as of June 30, 1949 as made to the Treasurer of the Association. Independent bank verifications were not made in connection with the revolving funds.

Disbursements from the Revolving Funds are reported periodically by the Secretaries in charge of the funds. The secretaries are thereupon reimbursed by the Treasurer in accordance with the reports submitted.

Cash in Closed Bank

The balance of \$224.29 in the closed Fletcher American National Bank of Indianapolis remained unchanged during the year and this amount is not included in the assets of the Association for the purpose of this report. No independent verification was made to cover this closed bank balance.

Liberal Arts Study

The balance in the Liberal Arts Study Account (formerly Cooper's Special Study) at June 30, 1948 was \$8,883.61, during the fiscal year ended June 30, 1949, \$11,455.92 was collected. The expenditures amounted to \$12,505.34, hence the unexpended balance is \$7,834.19.

Institutions for Teachers' Education

The cash received for Institutions for Teachers' Education is carried as a fund balance and accordingly is not included in the income of the General Fund. The balance at June 30, 1948 was \$1,600.00, collections during the fiscal year ended June 30, 1949 were \$4,200.00 and expenditures amounted to \$3,450.00, leaving a balance of \$2,350.00 as of June 30, 1949.

General

Our examination was confined to an audit of the cash receipts and disbursements of the Association as recorded by the Treasurer. In addition to the cash balances, the Association is said to own certain unrecorded other assets consisting principally of office equipment at various offices. No attempt was made to determine the amount or value of this equipment.

The Treasurer of the Association is bonded in the amount of \$10,000.00 and his Secretary is bonded in the amount of \$5,000.00. The Bond issued by the Travelers Indemnity Company was examined by us.

In our opinion, subject to the representations of the secretaries of the Revolving Funds as to balances controlled by them, the accompanying Fund Account balance sheet and related statement of income and expense present fairly the financial condition of the North Central Association of Colleges and Secondary Schools at June 30, 1949 and the results of its financial operations for the year ended on that date, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Respectfully submitted,
OLDHAM AND GOUVENS
Certified Public Accountants

(Exhibit "A")

FUND ACCOUNT BALANCES

June 30, 1949

ASSETS

Cash

On deposit.....	\$20,646.12
Revolving Funds with Secretaries of Commissions.....	1,140.37

Total Working Funds.....	\$21,786.49
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Cash on Deposit in Closed Bank

Fletcher-American National Bank

No collections during 1949

Balance June 30, 1949.....	\$ 224.29	—
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Total Assets.....	\$21,786.49
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FUND BALANCES

Withheld taxes payable.....	\$ 391.90
Liberal Arts Education Study.....	7,834.19
Institutions for Teachers' Education.....	2,350.00
Revolving Funds—Secretaries of Commissions.....	1,140.37

General Fund

Balance June 30, 1947 reported.....	\$7,804.34	
Add: Excess of income over expenses year ended June 30, 1948 \$367.04		
Deduct: Excess of income tax withheld over income tax paid		
from the net income for the year 1948.....	113.10	253.94
Balance June 30, 1948.....	\$8,058.28	
Add excess of income over expense year ended June 30, 1949 (Schedule B-1).....	2,011.75	10,070.03
		<u>\$21,786.49</u>

(Exhibit "A-1")

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS FOR THE YEARS ENDED
JUNE 30, 1949 AND JUNE 30, 1948

	Balance July 1, 1947	Receipts 1947/48	Total	Disburse- ments 1947/48	Balance June 30, 1948
1947/1948					
Liberal Arts Education Study (Formerly Cooper's Special Study).....	\$ 2,141.48	\$13,961.84	\$ 16,103.32	\$ 7,219.71	\$ 8,883.61
Institutions for Teachers' Ed- ucation.....	—	1,600.00	1,600.00	—	1,600.00
General Fund.....	8,043.64	66,794.85	74,839.43	66,427.81	8,410.68
Total.....	<u>\$10,185.12</u>	<u>\$82,356.69</u>	<u>\$ 92,542.75</u>	<u>\$73,647.52</u>	<u>\$18,894.29</u>

	Balance July 1, 1948	Receipts 1948/49	Total	Disburse- ments 1948/49	Balance June 30, 1949
1948/1949					
Liberal Arts Education Study	\$ 8,883.61	\$11,455.92	\$ 20,339.53	\$12,505.34	\$ 7,834.19
Institutions for Teachers' Ed- ucation.....	1,600.00	4,200.00	5,800.00	3,450.00	2,350.00
General Fund.....	8,058.28	76,506.08	84,564.36	74,494.33	10,070.03
Total.....	<u>\$18,541.89</u>	<u>\$92,162.00</u>	<u>\$110,703.89</u>	<u>\$90,449.67</u>	<u>\$20,254.22</u>

(Schedule "B")

COMPARATIVE STATEMENT OF INCOME AND EXPENSE FOR THE YEARS ENDED
JUNE 30, 1949 AND JUNE 30, 1948

	1949	1948	Increase Decrease*
GENERAL FUND			
<i>Income</i>			
Membership dues			
Universities and Colleges.....	\$21,075.00		
Junior Colleges.....	1,837.50		
Secondary Schools.....	30,720.00		
	<u>\$53,632.50</u>	<u>\$45,507.50</u>	<u>\$ 8,125.00</u>
Membership dues 1947/48 paid in 1948/49.....	75.00	—	75.00
Application fees.....	375.00	280.00	95.00
Inspection and survey fees.....	18,022.83	16,157.72	1,865.11
Registration fees—Annual meeting.....	1,499.00	1,530.03	31.03*
	<u>Total Fees.....</u>	<u>\$73,604.33</u>	<u>\$63,475.25</u>
			<u>\$10,129.08</u>
<i>Other</i>			
Sale of quarterlies.....	\$ 1,511.05	\$ 1,236.74	\$ 274.31
Sale of manuals and schedules.....	504.55	800.82	296.27*
Sale of histories of North Central Association.....	25.10	11.41	13.69
Sale of Form "A".....	126.26	—	126.26
Royalties and miscellaneous income.....	734.79	918.33	183.44*
Income tax withheld.....	—	352.40	352.40*
	<u>Total Other.....</u>	<u>\$ 2,901.75</u>	<u>\$ 3,319.60</u>
			<u>\$ 417.85*</u>
Total Income.....	\$76,506.08	\$66,794.85	\$ 9,711.23
EXPENSE—(Schedule "B-1")			
Cooperative Study of Secondary Schools.....	\$ 1,500.00	\$ 1,500.00	\$ —
Commission on Research and Service.....	4,822.58	4,072.08	750.50
Commission on Secondary Schools.....	12,628.43	11,375.99	1,252.44
Committee of the Commission.....	2,065.22	—	2,065.22
Commission on Colleges and Universities.....	9,888.13	10,320.79	432.66*
Executive Committee.....	2,381.71	2,694.85	313.14*
Quarterly Office.....	9,034.16	8,920.00	114.16
Secretary's Office.....	3,093.33	2,877.23	216.10
Treasurer's Office.....	2,717.08	2,251.50	465.58
General Association.....	4,526.15	3,532.78	993.37
Annual Meeting.....	1,777.41	2,514.26	736.85*
Junior College Committee.....	2,000.00	—	2,000.00
Inspection and survey expenses.....	18,022.83	16,097.24	1,925.59
Royalties paid.....	22.05	16.11	5.94
Bank service charges.....	15.25	15.68	.43*
Income tax withheld.....	—	239.30	239.30*
	<u>Total Expense.....</u>	<u>\$74,494.33</u>	<u>\$66,427.81</u>
			<u>\$ 8,066.52</u>
Net Income.....	\$ 2,011.75	\$ 367.04	\$ 1,644.71

(Exhibit "B-1")

COMPARATIVE STATEMENT OF EXPENSE FOR THE YEARS ENDED
JUNE 30, 1949 AND JUNE 30, 1948

	1948/1949	1947/1948	Increase Decrease*
<i>COOPERATIVE STUDY OF SECONDARY SCHOOLS</i>	<u>\$ 1,500.00</u>	<u>\$ 1,500.00</u>	<u>\$ —</u>
<i>Commission on Research and Service</i>			
Committee on Experimental Units.....	\$ 1,758.61	\$ 1,134.64	\$ 623.97
Committee on Preparation of Secondary School Teachers			
Directing Committee.....	246.22	110.59	135.63
Steering Committee.....	176.32	226.47	50.15*
Teachers Personnel Committee.....	539.80	347.50	192.30
Institutions for Teacher Education.....	381.49	346.02	35.47
Sub-Committee on Colleges of Liberal Arts.....	300.00	299.24	.76
Sub-Committee on In-Service Training of Teachers.....	307.54	287.31	20.23
Committee on Audio Visual Education.....	275.12	—	275.12
Committee on Exploration and New Studies.....	98.01	1,320.31	1,222.30*
Committee on Guidance.....	739.47	—	739.47
Total—Commission on Research and Service.....	<u>\$ 4,822.58</u>	<u>\$ 4,072.08</u>	<u>\$ 750.50</u>
<i>Commission on Secondary Schools</i>			
Secretary's Office			
Clerical Assistance.....	\$ 2,386.03	\$ 2,121.77	\$ 264.26
Postage and Incidentals.....	138.19	88.66	49.53
State Chairman Fall Meeting.....	1,385.45	1,584.34	198.89*
Secretarial Assistance at Chicago.....	100.00	100.00	—
Office of Chairman.....	400.00	150.00	250.00
State Committees.....	7,605.00	5,789.51	1,815.49
Administrative Committee.....	613.76	1,213.94	600.18*
Committee on Revision of Criteria.....	—	327.77	327.77*
Committees of the Commission			
Cooperative Committee on Research.....	401.79	—	401.79
Contest Committee.....	386.34	—	386.34
Committee on Dependent Schools.....	225.00	—	225.00
Report form committee.....	814.55	—	814.55
Committee on Revision of Procedures.....	237.54	—	237.54
Total—Commission on Secondary Schools.....	<u>\$14,693.65</u>	<u>\$11,375.99</u>	<u>\$ 3,317.66</u>
<i>Commission on Colleges and Universities</i>			
Office of Secretary			
Salaries.....	\$ 6,300.00	\$ 4,200.00	\$ 2,100.00
Postage and Incidentals.....	1,000.00	750.00	250.00
Temporary Assistance.....	199.70	750.00	550.30*
Board of Review.....	940.67	881.89	58.78
Special Studies and Revision of Schedules.....	1,447.76	3,738.90	2,291.14*
Total—Commission on Colleges and Universities..	<u>\$ 9,888.13</u>	<u>\$10,320.79</u>	<u>\$ 432.66*</u>
<i>Executive Committee Meetings</i>	<u>\$ 2,381.71</u>	<u>\$ 2,694.85</u>	<u>\$ 313.14*</u>

TREASURER'S REPORT

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	1948-1949	1947-1948	Increase Decrease*
<i>Quarterly Office</i>			
Clerical Assistance.....	\$ 2,200.00	\$ 2,000.00	\$ 200.00
Postage and Incidentals.....	144.16	255.00	110.84*
Editorial Assistance.....	—	165.00	165.00*
Quarterly Issues.....	6,690.00	6,500.00	190.00
Total—Quarterly Office.....	\$ 9,034.16	\$ 8,920.00	\$ 114.16
<i>Secretary's Office</i>			
Clerical Assistance.....	\$ 2,900.00	\$ 2,700.00	\$ 200.00
Postage and Incidentals.....	193.33	177.23	16.10
Total—Secretary's Office.....	\$ 3,093.33	\$ 2,877.23	\$ 216.10
<i>Treasurer's Office</i>			
Clerical Assistance.....	\$ 2,310.00	\$ 1,615.00	\$ 695.00
Miscellaneous.....	87.08	315.00	227.92*
Postage.....	50.00	51.50	1.50*
Bond.....	45.00	45.00	—
Audit.....	175.00	175.00	—
Notary fees.....	50.00	50.00	—
Total—Treasurer's Office.....	\$ 2,717.08	\$ 2,251.50	\$ 465.58
<i>General Association</i>			
Traveling Expense.....	\$ 571.25	\$ 873.97	\$ 302.72*
Printing.....	3,785.43	2,454.98	1,330.45
Miscellaneous.....	169.47	203.83	34.36*
Total—General Association.....	\$ 4,526.15	\$ 3,532.78	\$ 993.37
<i>Annual Meeting</i>	\$ 1,777.41	\$ 2,514.26	\$ 736.85*
<i>Junior College Committee</i>	\$ 2,000.00	\$ —	\$ 2,000.00
<i>Inspection and Survey Expenses</i>			
Honoraria to Inspectors			
Traveling expenses, editing, typing reports, etc....	\$18,022.83	\$16,097.24	\$ 1,025.59
<i>Other</i>			
Royalties Paid.....	\$ 22.05	\$ 16.11	\$ 5.94
Bank Service charges.....	15.25	15.68	.43*
Income tax withheld.....	—	239.30	239.30*
Total—Other.....	\$ 37.30	\$ 271.09	\$ 233.79*
Grand Total All Expenses.....	\$74,494.33	\$66,427.81	\$ 8,066.52

HANDBOOK FOR STATE COMMITTEES AND REVIEWING COMMITTEES OF THE COMMISSION ON SECONDARY SCHOOLS¹

FOREWORD

In the earlier days of the Commission on Secondary Schools, when the standards were rigidly observed and when the number of member schools was less than 2,000, the work of the Reviewing Committees could be carried on rather informally. Within the last ten years several factors have complicated the activities of State Committees and Reviewing Committees, so that it has been found necessary to issue a set of instructions that would insure greater uniformity of action. These factors were the war emergency, the greatly increased number of member schools, and the increase in size of Reviewing Committees. The first edition of the Handbook for State Committees and Reviewing Committees was prepared in 1942. Because of criticisms and suggestions for improvement, a second edition appeared in 1944.

The need for a third revision became apparent as a result of the adoption of new Regulations and Criteria by the Commission on Secondary Schools at the 1948 annual meeting of the Association. The new Regulations and Criteria necessitated a modification and extension of the annual report blanks to accord with the changes in point of view from too much emphasis on the quantitative aspects of accrediting to those that were more qualitative and that

involved the elements of stimulation. This is the goal toward which we have been striving ever since 1933, when we first put the machinery in order to improve our accrediting techniques. Gradually and slowly we have been educating ourselves to the philosophy expressed so well in our Guiding Principles, that a school "should be judged upon the basis of the total pattern it presents as an institution of its type" and that "no school be denied accreditation because it fails to meet a specific standard, if its total pattern of achievement is good."

Another factor contributing to the revision of the Handbook has been the increased attention paid to Policy 8. "In the case of individual schools of any state, reasonable deviations from Regulations and Criteria may be accepted by the Commission and approved by the Association when recommended by the State Committee. Such recommendations must be supported by substantial evidence showing that these deviations are justifiable."

INTRODUCTION

This handbook, as its title indicates, has been prepared for two groups of persons: first, for State Committees, particularly their Chairmen; and second, for the five Reviewing Committees. Its purpose is to clarify the policies and procedures of the State Committees and of the Reviewing Committees, thus to expedite their operations and to secure reasonable uniformity. If prominence throughout is given to State Chairmen, it is because they are key figures in the work of both State Committees and Reviewing Committees.

Part I treats of the work of State Committees. After stressing the dominant place which State Committees now hold in the functioning of the Commission on Secondary Schools, it outlines the general, year-round duties and responsibilities of State Committees and their Chairmen. Detailed instructions about the preparation of reports and lists for the annual meeting are followed by a statement of the particular

¹ Note: Since every school that is a member of the North Central Association or applies for such membership is subject to quite an array of specific procedures, it doubtless is interested in the process which, in the aggregate, these procedures represent. Detailed information for the guidance of state committees and reviewing committees along the above lines, together with the rules of procedure of the Commission, has been published as a handbook, the third revision of which was adopted March 31, 1949. That each type of school indicated above may be completely informed about how actions pertaining to them are taken, the handbook is reproduced here. Its full title is *Handbook for State Committees and Reviewing Committees of the Commission on Secondary Schools of the North Central Association of Colleges and Secondary Schools and Rules of Procedure*.

duties which State Chairmen have in connection with the work of Reviewing Committees at the annual meeting.

Part II treats of the work of Reviewing Committees. It highlights the purposes and the significance of the work of these Committees and gives a detailed description of their organization and operation. Specific procedures are then recommended to each of the five Reviewing Committees. Finally, emphasis is given to certain details of procedure of significance to all five committees.

I. THE STATE COMMITTEE

A. *Duties and Responsibilities of the Committee*

1. Increased importance of the State Committee in the work of the Commission.

The Guiding Principles, the Policies, the Regulations, and the Criteria all emphasize the importance of the State Committees in the work of the Commission on Secondary Schools. According to the Guiding Principles, a school should be judged upon the basis of the total pattern it presents; deficiency in one field may be compensated for by strength in other fields; in so far as possible, a school should be judged in terms of its own philosophy, and considerable divergence from normal standards may occur in one characteristic without greatly detracting from its educational merits. State Committees are in much better position than are Reviewing Committees to judge these matters.

State Committees are expected to do more than to receive and analyze annual reports and to make recommendations to the Reviewing Committees according to the Guiding Principles and Policies 2 and 8. They are encouraged to advise use of the *Evaluative Criteria* by schools applying for membership and by schools that have been warned. They are further encouraged to approve reasonable deviations from the Regulations and Criteria in accordance with Policy 8.

For example, a State Committee is given the authority to waive Regulation 3A2 if, in its judgment, the teacher is otherwise highly qualified and is doing

clearly superior work, and to make exceptions in Regulations 3B1 and 3B2 until the year 1955-56. It is also empowered by Regulation 7C to approve plans for the use of end-of-course tests for schools that have personnel trained for the administration of appropriate testing programs.

In the administration of the new Criteria, State Committees have their greatest opportunity for educational leadership. The Special Reports from year to year should furnish invaluable data that may be used for the improvement of member schools. The State Committee should provide for publicizing good practices discovered in the Special Reports. This function may be served by issuing bulletins from time to time, by discussions in state and district meetings of principals of Association schools, and in other ways.

State Committees have the responsibility of promoting conditions that will enable member schools to meet satisfactorily the requirements of the Regulations and Criteria. For example, if teacher training institutions are not offering courses in library science that will equip teachers to qualify under Regulations 3B1 and 3B2, the Committee should make recommendations to the proper authorities.

State Committees have reached the stage in the development of the Commission where they are the key agencies, responsible for making decisions relative to the standing of member schools, and for initiating, promoting, and carrying into effect plans for the upgrading of secondary education.

All State Committee members are members of the Commission on Secondary Schools and of the Association.

2. Central Role of the Chairman

The State Chairman serves as executive officer of the State Committee and as representative of the Association in matters affecting the member schools of his state. All decisions of major importance are made in conformity with policies established by the State Committee.

The routine duties of the State Chairman are:

- a. Distribution of annual report forms with supplementary instructions and suggestions.
 - b. Checking the receipt of reports, missing data, etc.
 - c. Initial review of reports in preparation for the State Committee meeting.
 - d. Arrangement for meetings of the State Committee, at which he presides.
 - e. Conducting the necessary correspondence with schools concerning deficiencies and committee recommendations.
 - f. Preparation of reports for presentation to Reviewing Committees, including complete evidence, summary statement on schools in each category, etc.
 - g. Arrangement for state meetings of member schools, the election of State Committee members, etc.
 - h. Reporting to member schools after the March meeting actions of the Commission and of the Association.
 - i. Arrangement for the evaluation of new schools and member schools desiring to employ the *Evaluative Criteria*.
3. Functions of the State Committee
- a. To interpret to member schools the policies and program of the Commission and of the Association.
 - b. To formulate policies to guide the Committee and its Chairman in all instances where the Committee has discretionary powers.
 - c. To hold such meetings as are necessary to carry out the responsibilities of the Committee.
 - d. To review the annual reports from member schools and make recommendations to the Reviewing Committees of the Commission.
 - e. To consider policies of the Association of vital interest to the schools of the State and to make recommendations to the Commission.
 - f. To approve the annual budget of the State Committee and to arrange for an annual audit.
 - g. To arrange for the annual election of a member of the State Committee.
 - h. To arrange for the election of a State Chairman in accordance with the Rules of Procedure of the Commission.
 - i. To hold one or more meetings of administrative heads of member schools and to arrange for the program of such meetings.
 - j. To assist the State Chairman in planning and participating in the visiting or evaluating of schools applying for membership in the Association.
- B. Suggestions to State Committees*
1. Preparation of Reports for the Annual Meeting
 - a. It is the responsibility of the State Committee to review all report blanks from member schools. The Committee should satisfy itself that all essential data called for have been provided. The Committee's attention is called to Policy 8, which indicates that "reasonable deviations from Regulations and Criteria may be accepted by the Commission" when "supported by substantial evidence showing that these deviations are justifiable." "Policy 8 also applies to new schools seeking admission."
 - b. It is advisable to check all Form B blanks against the official college transcripts or Form D blanks of new teachers and to indicate by red or blue pencil that this has been done. In the case of new administrators, the distribution of graduate courses in Education should be checked.
 - c. If any schools were Warned or Advised last year, Form C should be properly filled out with explanations as to the steps which had been taken to improve the conditions that occasioned the Warning or Advisement. The State Chairman should prepare a brief abstract explaining the situation and attach this abstract to the annual report.
 - d. In cases where the State Committee

recommends that a school be Advised, Warned, or Dropped, such correspondence and explanatory material as may be necessary to make the matter entirely clear to the Reviewing Committee should be attached to the report of that school.

- e. The State Committee should carefully consider each case before recommending that a school be Warned, Advised, or Dropped and, in all such cases, definite recommendations should be made to the Commission.
- f. For definitions of Advisement and Warning, see Section II C3.
- g. The application of a school applying for membership should not be submitted to the Reviewing Committee of the Commission unless it carries the unqualified recommendation of the State Committee. It is suggested that the only schools recommended for membership be those that will probably have no difficulty in continuing to meet the conditions for accreditation and in maintaining the standards of excellence set forth in the *Policies, Regulations, and Criteria for the Approval of Secondary Schools*.
- h. In those states in which it is compulsory that schools applying for membership be evaluated by means of the *Evaluative Criteria*, summary data may be submitted with the application of the school.
- i. The action taken by the Association the previous year should be recorded in column 1, page 4, of Form A-1. The action recommended for the current year should be recorded in column 2, page 4, of Form A-1, with the reason for the recommendation clearly stated. The State Chairman will affix his signature to the bottom of column 2.

2. Preparation of Lists

- a. On the official lists to be submitted to the Reviewing Committees the specific Regulation and/or Criterion violated should be stated, e.g., Reg. 3B1, Crit. 2 E, Reg. 11B, etc. Each of the official lists should be signed by the State Chairman. In the case of

schools to be Dropped or Withdrawn, the reason for such action should be given on the official list.

- b. The official lists of New Schools and of schools to be Warned and Advised, Advised, Dropped, and Unqualifiedly Recommended should accompany the annual reports of the schools for which such action is recommended, when they are checked in at the Secretary's office in Chicago. These reports must be checked in at the Secretary's office not later than 6 o'clock Monday evening.
 - c. The "Complete List of Approved High Schools" should be held by the State Chairman until after the action of the Reviewing Committees. It should then be submitted IN DUPLICATE to the Secretary of the Commission.
3. Responsibility of the State Chairman in Connection with the Reviewing of Reports at the Annual Meeting
 - a. It is imperative, in order that the Reviewing Committees may function efficiently, that all State Chairmen be available throughout the entire day (Tuesday) which is devoted to the reviewing of annual reports.
 - b. The chairmen of the Reviewing Committees are instructed to take no action contrary to the recommendations of a State Committee until after a conference with the Chairman of that State Committee.
 - c. It is to be clearly understood that a State Committee, through its Chairman, has the right to appeal to the Commission from any decision of a Reviewing Committee. This appeal will be made at the Tuesday afternoon meeting of the State Chairman and the chairmen of the Reviewing Committees.

REVIEWING COMMITTEES

A. Introductory Statement

1. Increased Importance of Reviewing Committees

The comprehensive Regulations and Criteria of the North Central Associa-

tion for accrediting secondary schools have made necessary a much more extensive annual report by schools than has been required heretofore. For this reason and because of the new emphasis on the qualitative aspects of evaluation provided for in the Criteria, the responsibilities of Reviewing Committees are increased.

2. Functions

Reviewing Committees have three major functions. (1) Their work is essential in the process of accrediting secondary schools. (2) Engaging in the activities of Reviewing Committees is a valuable educational experience for participants. (3) The widespread participation in review of reports provides an excellent public relations program for the Commission on Secondary Schools.

3. Responsibilities

More than ever before, members of Reviewing Committees will endeavor to evaluate each school by examining its total pattern as portrayed in the extent to which it complies with the Regulations and observes the provisions of the Criteria. The respective items in the annual reports, pertinent correspondence with the Chairman of the State Committee, all documentary evidence submitted, and the recommendation of the State Committee are to be considered by Reviewing Committees in deciding what action to recommend. Schools are to be recommended for Unqualified Recommendation or for approval with an Advisement or a Warning, in the light of the types of evidence enumerated in the preceding paragraph.

It is very important that Reviewing Committees keep constantly in mind the *Guiding Principles* and the provisions of *Policy 8*, and that these be applied in the analysis of annual reports.

In all instances, it should be borne in mind that it is the purpose of the Association to stimulate improvement in schools.

In the case of State Chairmen who are connected with the University, the re-

cording, assembling, and analysis of data on Form A-3 may be dealt with as a project in a class in summer school or may be assigned in parts to graduate students.

In all other cases a possible solution to the problem of analyzing the data of Form A-3 would be to ask the University member of the State Committee to handle these reports for the State Chairman and to have his summer school graduate students make such analyses and interpretation as the State Chairman considers desirable.

B. Suggestions to Chairmen of All Reviewing Committees

1. Preliminary Work of the Chairman of a Reviewing Committee

- a. He should *bring his signature stamp with him*.
- b. He should be present at any organizational meetings called by the Chairman of the Commission.
- c. Before 8:30 Tuesday morning, he should obtain from the office of the Secretary of the Commission the annual reports of all schools referred to his committee by the various State Committees, and a summary form for indicating the disposal of these annual reports.
- d. Before removing the reports from the Secretary's office, he should check the number of reports actually received from each state against the official list submitted with them by the State Chairman.
- e. He should enter the number of reports actually received on the form provided by the Secretary of the Commission and initial the entry.

2. Organization of a Reviewing Committee

- a. A chairman, one or more assistant chairmen, and a secretary will be appointed for each Reviewing Committee by the chairman of the Commission on Secondary Schools. To facilitate the smooth working of each committee, it is advisable for these individuals to acquaint themselves with

the *Suggestions to State Committees*, the *Suggestions to Chairmen of all Reviewing Committees*, and the *Suggestions to the Special Reviewing Committee* to which they are assigned. A preliminary meeting of these chairmen, assistant chairmen, and secretaries will be held the day previous to the work of the Reviewing Committees in order to insure a complete understanding of all details, and to arrange a division of work and responsibility among the chairman, assistant chairman, and secretary of each Reviewing Committee. *It is important that all members of Reviewing Committees report promptly at 8:30, Tuesday morning, to the room assigned.*

- Reviewing Committees will vary in size in proportion to the number of reports to be reviewed. A minimum size of twenty will allow representation from each of the twenty states of the Association. Large committees are organized into sections with an assistant chairman in charge of each section.
- b. When the committee has assembled to start its work, the secretary of the committee should make a record of absentees on the list of those appointed to work on the committee. He should also add the names of any additional members who may be appointed by the Chairman of the Commission.
 - c. Since it is sometimes desirable to know just who checked a report, the secretary of the Reviewing Committee *should have each member of the committee place his initials opposite his own name on the list of committee members.*
 - d. The chairman of a Reviewing Committee should organize the committee into sub-committees of two or three men each. At least one member who has had previous experience on a Reviewing Committee should be assigned to each sub-committee.
 - e. The chairman of the Reviewing Committee will distribute the blanks—all blanks of each state being kept together—to the sub-committees. *No*

sub-committee should review the reports of a state which any member of the sub-committee represents.

3. Procedures for Reviewing Reports

The following general procedures apply to all Reviewing Committees. Specific instructions to guide the several Reviewing Committees are stated in subsequent sections devoted to the respective committees.

- a. The sub-committee should check the report blanks assigned to it against the official list submitted by the State Chairman and see that this list has been properly signed.
- b. Page 4 of Form A-1 of each report should be examined to see that the State Chairman's signature and the recommendations of the State Committee have been properly entered.
- c. Each sub-committee member who actually checks a report will place his initials (1) opposite the name of the school on the official list submitted by the State Chairman and (2) in the box at the foot of column 3, page 4, of Form A-1.
- d. It may happen that a committee or sub-committee disagrees with the recommendation of a State Committee, as indicated in Column 2 of Page 4, Form A-1. The Committee may take steps to transfer the report to another Reviewing Committee. However, the Chairman of the State Committee, or his representative, is to be invited to offer additional information or explanations before action on the report is recommended.
- e. When it is necessary to transfer a report to another committee, the Chairman of the Reviewing Committee will (1) fill out the transfer form provided by the Secretary of the Commission and attach it to the report, (2) indicate on the official list of schools submitted by the State Chairman the Reviewing Committee to which the report was transferred, and (3) take or send the report to the Chairman of that committee.

On receipt of any transferred report

the chairman of the committee to which it is transferred should *immediately* enter it on the official list of schools of the state in which it is located, and should designate the reviewing committee from which it was transferred. The same procedure should be followed if a given report is referred back to the original Reviewing Committee or transferred to still another Committee. Careful attention to these details will do much to prevent the misplacement or loss of reports.

- f. Chairmen of all Reviewing Committees will meet with the Twenty State Chairmen Tuesday afternoon at the conclusion of the work of the Reviewing Committees.
- g. After the Reviewing Committee has completed its work, (1) the report blanks should be checked against the official lists submitted by State Chairmen; (2) the action of the committee on each report should be clearly indicated on the official lists; (3) Column 3 on page 4 of Form A-1, in which the recommendation of the Reviewing Committee is to be indicated, should be properly filled in; (4) the signature of the chairman should be stamped in the third column of page 4; (5) the summary form should be filled in; (6) and the reports should be checked back in the office of the Commission.

At this time, *the list of committee members showing those who were present and who participated in the work of the committee* should be turned in to the Secretary of the Commission.

- h. The Chairman of the Reviewing Committee should consult the Secretary of the Commission relative to the nature of the committee report to be made to the Commission at its final business meeting. The office secretary will type the report.

C. Suggestions to Special Reviewing Committees

- i. School Unqualifiedly Recommended
 - a. Schools are "Unqualifiedly Recommended" when they fully meet all

Regulations and Criteria or when deficiencies are offset by compensating excellence in other features of the program as pointed out in Policy 8: "In the case of individual schools of any state, reasonable deviations from Regulations and Criteria may be accepted by the Commission and approved by the Association when recommended by the State Committee. Such recommendations must be supported by substantial evidence showing that these deviations are justifiable."

- b. Since it is obviously impossible to review thoroughly the reports of all schools Unqualifiedly Recommended, it is suggested that the sampling method be used. The sub-committee should start with any one of the first five schools and check carefully each fifth report thereafter.
- c. If irregularities are found in the reports of any state, the sub-committee will consult with the Chairman of the Committee on Schools Unqualifiedly Recommended. If the matter is not readily explained, the Chairman of the Committee on Schools Unqualifiedly Recommended will ask the State Chairman whose reports are under consideration to appear before the committee. If the State Chairman cannot explain the situation to the satisfaction of the Committee, then *each* report from that state will be carefully checked.
- d. Adherence to Regulations and Criteria, as reported on Forms A-1, B, C, and A-2, should be carefully checked. Among the more important items to which the committee should give attention are: length of school year, teaching load, library expenditures, qualifications of new administrators, preparation of new members of the teaching staff, and observance of the Criteria as reported in Form A-2.
- e. The sub-committees will examine with particular care the reports of schools that were *Advised* or *Warned* the preceding year. Careful consideration should be given to the indication,

in Form C and in any accompanying correspondence, of action taken to improve the situation that occasioned the Advising and/or Warning.

- f. If the Reviewing Committee disagrees with the recommendation of a State Committee, sections II B 3, d and e are to be consulted as to the procedures to be used.

2. New Schools

- a. "New Schools" include both those schools applying for membership in the Association for the first time and schools applying after having withdrawn or having been dropped from the Association.
- b. Members of the Committee should familiarize themselves with the Guiding Principles, especially numbers 2 and 3, and with Policy 8.
- c. Each sub-committee should carefully examine each report assigned to it, and consider all supplemental material. If the school has been evaluated by means of the *Evaluative Criteria*, the Committee should pay particular attention to the report of this survey and to the recommendation of the State Committee.
- d. When all sub-committees have indicated their readiness to report, the chairman will call the whole committee to order, and ask one of the members of each sub-committee to present to the committee as a whole the recommendations of the sub-committee. The committee should consider all schools applying for membership from one state before taking up the applications from another state.

3. Schools That Have Violated Some Regulation or Criterion

a. Advised

An Advisement is recognition of a deficiency serious enough to warrant continuing attention by the State Committee until the deficiency has been corrected. An Advisement may be continued for more than one year so long as the school is taking definite steps to remove the deficiency.

b. Warned

A Warning is recognition of a deficiency of such seriousness that, in the judgment of the State Committee, its cause should be removed within a year as a condition for continued membership in the Association. Policies 1, 2, and 7 will assist the Reviewing Committee in distinguishing between a Warning and an Advisement.

c. Withdrawn and Dropped

Schools which find it difficult to meet the Regulations and Criteria of the Association may voluntarily request the privilege of withdrawal.

Schools which find it impossible to meet the Regulations and Criteria, or which refuse to do so, may be dropped from membership according to Policies 1 and 2.

d. Miscellaneous Suggestions

Since these three Reviewing Committees will conduct their activities in much the same manner, instructions as to their procedures will be quite similar. The following suggestions are considered important:

1. The entire report should be examined carefully in order to see if there is evidence of compensating factors that would counteract the deficiency.
2. All correspondence submitted by the State Chairman should be examined.
3. Guiding Principles 1, 2, and 6 should be consulted.
4. Policy 8 should receive special attention.
5. Section II B 3 e states the procedures to be followed when a report is transferred to another Reviewing Committee.

RULES OF PROCEDURE COMMISSION ON SECONDARY SCHOOLS OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

ARTICLE I. OBJECT

The object of the Commission shall be to represent the member secondary schools in

North Central Association of Colleges and Secondary Schools

State of Arizona

ANNUAL REPORT
for year 1949-1950

of the
Smithville High School

1. Check the appropriate item indicating action taken
by the Association last year.

- ☐ Unqualifiedly Recommended
☐ Admitted Last Year
☐ Qualifiedly approved or technically advised for
violation of _____
☒ Advised for Violation of Reg 3 A3
☐ Warned for Violation of _____
☐ A Second Warning for Violation of _____

- ☐ Withdrawn
☐ Dropped

2. It is recommended that the school be: (Check
appropriate item or items)

- ☐ Unqualifiedly Recommended
☐ Advised

Reason: _____

☒ Warned

Reason: Continued violation of
Reg 3 A3 - Miss Jones
deficient in preparation for
teaching English
☐ Second Warning

Reason: _____

- ☐ Permitted to Withdraw
☐ Dropped

Reason: _____

3. Recommendation of the Reviewing Committee. It
is recommended to the Commission that this
school be:

- ☐ Unqualifiedly Recommended
☐ Advised for Violation of _____

☒ Warned for Violation of Reg 3 A3

☐ Second Warning

Reason: _____

- ☐ Permitted to Withdraw
☐ Dropped for Violation of _____
☐ Recommended for Admission
☐ Denied Admission

Reason: _____

4. Comments or Explanation:

Signed John Doe
State Chairman

Checked by DJC
Signed William A. White
Chairman of Reviewing Committee

Page 4

their relations with the Association and to encourage and assist these schools in the development, maintenance, and continued improvement of a program of secondary education that will satisfy the needs, interests, and abilities of the individual pupils.

ARTICLE II. MEMBERSHIP

Section 1. The Commission on Secondary Schools shall consist of the members of the committee on secondary schools for each of the several states comprising the territory of the Association and eighteen other persons elected by the Commission, subject to the approval of the Association, for a period of three years, one-third of this number to be elected each year. The term of office shall begin on July 1, following the annual meeting.

Section 2. The State Committee on Secondary Schools shall consist of:

1. A member of the faculty of the state university whose assignment is in the field of secondary education, to be

nominated by the president of the university;

2. the director of secondary education of the state department of public instruction or, in case there is no such officer, a member of the staff of the commissioner of education or superintendent of public instruction, designated by him;
3. and, for states having fewer than 300 high schools accredited by the Association, three administrative heads of secondary schools accredited by the Association; and, for states having 300 or more high schools accredited by the Association, five administrative heads of secondary schools accredited by the Association.

In the event that the president of the state university should refuse or fail to designate a member of the faculty to serve on the State Committee on Secondary Schools, and/or in the event that the superintendent of public instruction or

COMMISSION ON SECONDARY SCHOOLS
OF
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
Official List of Schools to be Advised

The Arizona State Committee recommends that the high schools listed below be advised. (List alphabetically)

John Doe
Chairman of the State Committee

Date March, 1950

Note—The annual reports of the high schools listed below should be arranged in alphabetical order, attached to this blank, and presented to the Secretary of the Commission for transmission to the Reviewing Committee. This list should include all schools that should be urged to correct certain minor deficiencies. The deficiencies should be noted in Column 1.

After the list has been acted upon by the Committee on Schools to be Advised, and the actions of the Committee recorded in Column 2, it should be signed by the Chairman of this Committee and presented to the Secretary of the Commission. For the Committee on Schools to be Advised

William A. White
Chairman of the Reviewing Committee

SCHOOLS TO BE ADVISED

SCHOOLS TO BE ADVISED	Column 1	Column 2	Column 3
	Action Recommended by the State Committee Advise on Regulation or Criterion No.	Action Recommended by the Committee on Schools to Be Advised Advise on Regulation or Criterion No.	Initials of Committee Member Reviewing Report
1. Big Timber	Reg. 3A2 Crit. 4 D	Crit. 4 D	x ya KJR
2. Culbertson	Reg. 4 Crit. 3B	Reg. 4 Crit. 3B	x ya H.P.C.
3. Harlow	Reg. 3 B	Reg. 3 B	x ya J.B.J.
4. Kelton	Reg. 4B	Reg. 4B	x ya J.O.E.
5.			
6.			

commissioner of education should refuse or fail to designate a member of his staff to serve on the State Committee, the Executive Committee of the Association shall fill such vacancies by nominating for election by the Association persons recommended by the Commission on Secondary Schools.

The administrative heads of secondary schools to be included in the membership of a State Committee shall be selected for membership by majority vote of the administrators of the member schools of the North Central Association within the state. Their names shall be transmitted to the Secretary of the Commission on Secondary Schools by the Chairman of the State Committee. Upon approval of the Commission on Secondary Schools, the names shall be transmitted to the Executive Committee which shall place the names in nomination for election by the Association. The term of membership of administrative heads of secondary schools on State Committees shall be three years. No such member shall

serve more than two consecutive three-year terms.

Section 3. No member of the Commission on Secondary Schools may serve for more than six years consecutively, excepting (1) the two members of each state committee who represent the state university and the state department of public instruction respectively and who automatically shall remain members of the Commission until their retirement from the state committee, and (2) the members of the Administrative Committee of the Commission on Secondary Schools who automatically shall remain members of the Commission until their retirement from the Administrative Committee.

Section 4. The Chairman of the State Committee shall be either the representative of the state university or of the state department of education on the committee and shall be selected by majority vote of the State Committee, subject to the approval of the Executive Committee. He

shall be elected for a term of four years, and shall be eligible to succeed himself, but may continue in office only so long as he is a member of the State Committee.

In the event of a vacancy in the chairmanship during the term of office of an incumbent, the State Committee shall elect a chairman to complete the unexpired term. The meeting for this purpose shall be called by the secondary school representative having the longest tenure on the committee.

ARTICLE III. OFFICERS AND COMMITTEES

Section 1. The officers of the Commission shall be a chairman and a secretary. They shall be elected at the annual meeting of the Commission for a term of one year or until their successors are elected and installed.

Section 2. The Chairman shall be the executive officer of the Commission and shall preside over all meetings of the Commission and shall call and preside over all meetings of the Administrative Committee of the Commission. He shall be ex-officio member of all standing and special committees and shall perform all such duties as usually pertain to the office of chairman.

Section 3. In the event of a vacancy in the chairmanship of the Commission on Secondary Schools the Administrative Committee shall designate a temporary chairman to serve until the next annual meeting of the Association.

Section 4. The Secretary shall keep all minutes of the meetings of the Association, of the Administrative Committee, and all other necessary records. Within thirty days after the close of each meeting of the Administrative Committee, he shall prepare and forward to the chairman of each state committee a copy of the minutes of such meeting. In the interim between meetings of the Commission and in response to requests from the chairmen of state committees, he shall interpret the provisions of the Policies, Regulations, and Criteria. Any appeal from the interpretations and decisions of the Secretary of the Commission shall be made to the Executive Committee of the Association.

Section 5. There shall be an Administrative Committee of the Commission composed of the Chairman, the preceding

Chairman, the Secretary, and four (4) members elected by the Commission at the time of the annual meeting for four-year terms, one member to be elected each year.

During the interval between the Annual Meetings of the Association, the Administrative Committee of the Commission on Secondary Schools shall have the authority to carry on the necessary business of the Commission on Secondary Schools.

All acts of the Administrative Committee shall be subject to review by the Commission except where the Committee has been given final authority.

Section 6. In addition to ex-officio members, the Executive Committee of the Association consists of four (4) elected members, one term expiring each year. The Commission on Secondary Schools shall suggest to the Executive Committee each third year one member of the Commission for nomination to the Association for election to the Executive Committee.

Section 7. The Chairman of the Commission shall appoint a committee of three members whose duty it shall be to nominate suitable persons for each of the elective offices of the Commission. Nothing in this section shall be construed to limit the privilege of any member of the Commission to nominate officers from the floor.

ARTICLE IV. FUNCTIONS

The Commission shall prepare for the guidance of member schools and secondary schools seeking the approval of the Association a bulletin setting forth policies, regulations, conditions for accrediting and criteria for the evaluation of secondary schools. Prior to the publication of this bulletin, it shall be submitted by the executive Committee to the Association for approval or rejection.

The Commission shall receive and consider applications and reports from secondary schools within the territory of the Association seeking approval for membership in the Association; shall make such examinations and evaluations of these schools as it deems necessary; shall make such examination and evaluations of member schools as conditions may require; shall request periodic reports from member schools; shall prepare a list of secondary schools recom-

mended by the Commission for accrediting by the Association; shall submit to the Executive Committee for final approval by the Association the lists of members elected by the Commission; shall submit for approval to the Executive Committee its proposed budget; and, with the approval of the Executive Committee, shall make and publish studies of educational problems.

The Commission on Secondary Schools may, with the approval of the Executive Committee, grant a secondary school the necessary freedom to carry on any educational experiment that the Commission has approved.

ARTICLE V. MEETINGS

The annual meeting of the Commission

shall be held at the time and place of the Annual Meeting of the Association.

ARTICLE VI. QUORUM

At any meeting of the Commission a quorum shall consist of thirty (30) members of the Commission representing a majority of the member states.

ARTICLE VII. AMENDMENTS

These rules of procedure may be amended at any regular meeting of the Commission by a majority vote of the members present provided such amendment has been presented to the Commission and delivered to the Secretary in written form twenty-four hours prior to the vote.

THE CONSTITUTION OF THE ASSOCIATION¹

ARTICLE I. NAME

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

ARTICLE II. OBJECT

The object of the Association shall be the development and maintenance of high standards of excellence for universities, colleges, and secondary schools, the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems, the establishment of cooperative relationships between the secondary schools and colleges and universities within the territory of the Association, and the maintenance of effective working relationships with other educational organizations and accrediting agencies.

ARTICLE III. TERRITORY AND MEMBERSHIP

Section 1. The territory of the Association shall consist of the states of Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming and/or such areas as may be hereafter included. Territory shall be excluded from, or included within the jurisdiction of the Association only upon the recommendation of the Executive Committee and by the vote of the Association. The recommendation of the Executive Committee shall be based on substantial evidence indicating that the action recommended represents the desire of the universities, colleges, and secondary schools of the territory concerned.

Section 2. The membership of the Association shall consist of three classes: (1) universities, colleges, and secondary schools; (2) officers of the Association and members

of the Commissions; and (3) honorary members. Only members of Class 1 are eligible to vote at official meetings of the Association.

It shall be understood that membership in the Association for universities, colleges, and secondary schools is purely voluntary. Although all decisions of the Association bearing on the policy and management of universities, colleges, and secondary schools are advisory in character, it shall be understood that the Association has the right to establish requirements for membership, to develop and establish criteria for the evaluation of universities, colleges, and secondary schools, and to establish and maintain all regulations and conditions for continued membership in the Association.

Section 3. Any university, college, or secondary school which has been approved by the Association shall be admitted to membership on the payment of the annual dues. Such membership shall cease if at any time the university, college, or secondary school resigns or is dropped from the approved list of the Association or if the annual dues are more than one year in arrears. Any lapse in membership shall date from July 1 next succeeding the Annual Meeting at which time action was taken to drop the member university, college, or secondary school in question.

Section 4. All individuals holding membership on commissions of the Association or serving as elected officers of the Association shall thereby become members of the Association.

Section 5. Honorary members shall be nominated by the Executive Committee and elected by the Association by a two-thirds vote of all members present and voting at any session of the Association held during the Annual Meeting. Such individuals are honorary members of the Association and not honorary members of any particular commission.

Section 6. Honorary members shall receive the NORTH CENTRAL ASSOCIATION QUARTERLY and shall have all the privileges of membership in the Association except voting.

¹ As amended at the 1949 Annual Meeting of the Association. The amendments are italicized in *Section 5. The Commission on Secondary Schools*, page 333.

Section 7. Honorary members, officers of the Association, and members of the commissions shall not be required to pay dues as hereinafter defined.

Section 8. Members of the Association, honorary members, individuals officially connected with a university, college, or secondary school which holds membership in the Association, and individuals who are officially connected with the state department of public instruction of a state which is included in the territory of the Association shall have the right to attend the meetings and to participate in the activities of the Association and of the various commissions. It shall be understood, however, that attendance at such meetings and participation therein shall be in accordance with the provisions of this constitution and also with the policies adopted by the various commissions and by the Executive Committee.

ARTICLE IV. OFFICERS, COMMISSIONS, AND COMMITTEES

Section 1. The officers of the Association shall be a president, a vice president, a secretary, and a treasurer. The president and vice president shall be elected at the Annual Meeting of the Association for a single term of one year or until their successors are elected. The secretary and the treasurer shall be appointed by the Executive Committee and shall serve without compensation. Their terms of office shall be determined by the Executive Committee.

All officers of the Association and of the commissions shall be officially and actively connected with a university, college, or secondary school which holds membership in the Association or with the state department of education of a state in the territory of the Association as defined in Article III, Section 1.

Section 2. There shall be an Executive Committee, a Commission on Colleges and Universities, a Commission on Secondary Schools, and a Commission on Research and Service, and these shall be constituted as hereinafter defined.

The Executive Committee and the various commissions of the Association shall, within the limitations imposed by the con-

stitution of the Association, have the right to determine their own procedures and to establish rules and regulations for governing such procedures.

Section 3. The Executive Committee

The Executive Committee of the North Central Association of Colleges and Secondary Schools shall consist of the president, the vice president, the president of the Association during the preceding year, the secretary, the treasurer, the chairman and the secretary of each of the commissions provided for in Article IV, Section 2, and four additional members, one of whom shall be elected each year for a term of four years. Qualifications for membership on the Executive Committee shall be the same as prescribed for officers of the Association in Article IV, Section 1.

The Executive Committee shall receive from the Commission on Colleges and Universities the list of colleges and universities recommended for membership in the Association, shall receive from the Commission on Secondary Schools the list of secondary schools recommended for membership in the Association, shall pass upon such lists and shall submit them to the Association for final approval. It shall publish in the official organ of the Association, the NORTH CENTRAL ASSOCIATION QUARTERLY, the lists of universities, colleges, and secondary schools approved by the Association.

The Executive Committee shall have final authority to hear appeals from the decisions of the commissions relative to the approval of universities, colleges and secondary schools and to determine the action to be taken upon such appeals.

The Executive Committee shall be under no obligation to a member university, college, or secondary school to consider any appeal from the decision or action taken by a commission unless such appeal is filed with the Executive Committee within thirty days following the Annual Meeting. Before taking final action on an appeal, the Executive Committee shall request the officers of the commission concerned to make a recommendation and to submit therewith all facts pertinent to the case.

The Executive Committee shall nominate persons for membership in the various commissions. Such nominations shall be

limited to those persons recommended by membership in the commission by the commission concerned. Persons nominated by the Executive Committee for membership in the various commissions shall be elected by the Association in accordance with the provisions of the constitution.

The Executive Committee shall determine the time and place of the Annual Meeting of the Association, prepare the programs for the meetings of the Association, approve all programs for the meetings of the various commissions, provide for the publication of reports and proceedings, and transact any necessary business. The Executive Committee shall also fill all interim vacancies in the offices of the Association, and upon recommendation of the commissions concerned shall fill interim vacancies in the membership of the various commissions.

It shall be the duty and responsibility of the Executive Committee to coordinate the work of the various commissions in such ways as to further most effectively the object of the Association.

The Executive Committee shall have the power to authorize and approve all expenditures of funds and to require each commission to submit it to a budget. The proposed budget submitted by each commission to the Executive Committee for approval shall be a complete forecast embracing (1) the program of activities, (2) the estimated receipts together with their sources, and (3) the estimated expenditure necessary to carry out the work of the commission. It shall be the duty and responsibility of the Executive Committee to approve or disapprove in advance of any commitments the proposed program of activities of each commission.

At each Annual Meeting the Executive Committee shall submit to the Association a detailed report of income and expenditures. At the close of the fiscal year the Executive Committee shall require an official audit of all Association Accounts to be made by an auditor selected by the treasurer and approved by the Executive Committee. The audited report shall be published in the NORTH CENTRAL ASSOCIATION QUARTERLY.

All actions taken by the Executive Com-

mittee shall be subject to approval or revision by the Association with the exception of actions taken relative to those matters over which the Executive Committee has been given final authority.

Section 4. The Commission on Colleges and Universities.

The Commission on Colleges and Universities shall consist of forty-eight persons, thirty from the member colleges and universities and eighteen from the member secondary schools. These shall be elected by the Commission subject to the approval of the Association for a period of three years, ten members of the first group, and six of the second to be elected annually.

No member of the Commission may serve more than two terms consecutively, except the Secretary of the Commission and except in the case of a member of the Board of Review who shall automatically remain a member of the Commission until his retirement from the Board.

The officers of the Commission on Colleges and Universities shall be a chairman, a vice chairman, and a secretary. These officers shall be elected by the Commission in accordance with its own policies and regulations. The length of term for each officer shall be determined by the Commission.

There shall be a Board of Review whose membership shall consist of the chairman of the Commission, ex officio chairman of the Board of Review; vice chairman of the Commission, ex officio vice chairman; the secretary of the Commission, ex officio secretary and four members of the Commission to be elected by the Commission for overlapping terms of six years each, and upon the expiration of this term no member may succeed himself.

The Commission shall prepare a statement of policy to guide member colleges and universities and also colleges and universities seeking approval by the Association, which statement of policy shall be submitted by the Executive Committee to the Association for approval or rejection; shall receive and consider applications and reports from colleges and universities within the territory seeking approval for membership in the Association; shall make such

examinations and surveys of these colleges and universities as it deems necessary; shall make examinations or surveys of member colleges and universities as conditions may require; shall request periodic reports from member colleges and universities; shall prepare a list of colleges and universities recommended by the Commission for accrediting by the Association; shall submit this list to the Executive Committee for approval and publication; shall submit to the Executive Committee for final approval by the Association the list of individuals elected to membership on the Commission; shall submit its proposed budget to the Executive Committee for approval; and shall make and publish studies of educational problems approved by the Executive Committee.

The Commission on Colleges and Universities may, with the approval of the Executive Committee, grant a college or university the necessary freedom to carry on any educational experiment that the Commission has approved.

During the interval between the Annual Meetings of the Association, the Board of Review shall have the authority to carry on the necessary business of the Commission on Colleges and Universities.

Section 5. The Commission on Secondary Schools.

The Commission on Secondary Schools shall consist of the members of the Committee on Secondary Schools for each of the several states comprising the territory of the Association and eighteen other persons elected by the Commission subject to the approval of the Association for a period of three years, one-third of this number to be elected each year.

The State Committee on Secondary Schools shall consist of:

1. *A member of the faculty of the state university whose assignment is in the field of secondary education, to be nominated by the president of the university;*
2. *the director of secondary education of the state department of public instruction or, in case there is no such officer, a member of the staff of the commissioner of education or super-*

intendent of public instruction, designated by him;

3. *and, for states having fewer than 300 high schools accredited by the Association, three administrative heads of secondary schools accredited by the Association; and, for states having 300 or more high schools accredited by the Association, five administrative heads of secondary schools accredited by the Association.*

In the event that the president of the state university should refuse or fail to designate a member of the faculty to serve on the State Committee of Secondary Schools, and/or in the event that the superintendent of public instruction or commissioner of education should refuse or fail to designate a member of his staff to serve on the State Committee, the Executive Committee of the Association shall fill such vacancies by nominating for election by the Association persons recommended by the Commission on Secondary Schools.

The administrative heads of secondary schools to be included in the membership of a State Committee shall be selected for membership by *majority vote of the administrators of the member schools of the North Central Association within the state.* Their names shall be transmitted to the Secretary of the Commission on Secondary Schools by the chairman of the state committee. *Upon approval of the Commission on Secondary Schools, the names shall be transmitted to the Executive Committee which shall place the names in nomination for election by the Association.* The chairman of each State Committee shall be designated by the Commission on Secondary Schools in accordance with its adopted procedures subject to the approval of the Executive Committee. The term of membership of administrative heads of *secondary schools* on State Committees shall be three years. No such member shall serve more than two consecutive three-year terms.

No member of the Commission on Secondary Schools may serve for more than six years consecutively, excepting (1) the two members of each State Committee who represent the state university and the state department of public instruction respec-

tively and who automatically shall remain members of the Commission until their retirement from the State Committee, and (2) members of the Administrative Committee of the Commission on Secondary Schools, who automatically shall remain members of the Commission until their retirement from the Administrative Committee.

The officers of the Commission on Secondary Schools shall be a chairman, a vice chairman, and a secretary. These officers shall be elected by the Commission in accordance with its own policies and regulations. The length of term of each officer shall be determined by the Commission.

There shall be an Administrative Committee of the Commission on Secondary Schools composed of the chairman of the Commission, ex officio chairman of the administrative Committee; the secretary, ex officio secretary; the preceding chairman; and four members elected by the Commission at the time of the Annual Meeting of the Association for a period of four years, one member to be elected each year.

The Commission shall prepare for the guidance of member schools and secondary schools seeking the approval of the Association a bulletin setting forth policies, regulations, conditions for accrediting, and criteria for the evaluation of secondary schools. Prior to the publication of this bulletin, it shall be submitted by the Executive Committee to the Association for approval or rejection. The Commission shall receive and consider applications and reports from secondary schools within the territory of the Association seeking approval for membership in the Association; shall make such examinations and evaluations of these schools as it deems necessary; shall make such examinations or evaluations of member schools as conditions may require; shall request periodic reports from member schools; shall prepare a list of secondary schools recommended by the Commission for accrediting by the Association; shall submit this list to the Executive Committee for approval and publication; shall submit to the Executive Committee for final approval by the Association the lists of members elected by the Commission;

shall submit its proposed budget to the Executive Committee for approval; and shall make and publish studies of educational problems approved by the Executive Committee.

The Commission on Secondary Schools may, with the approval of the Executive Committee, grant a secondary school the necessary freedom to carry on any educational experiment that the Commission has approved.

During the interval between the Annual Meetings of the Association, the Administrative Committee of the Commission on Secondary Schools shall have the authority to carry on the necessary business of the Commission on Secondary Schools. During this interval, the secretary of the Commission shall have the authority to interpret policies, regulations, and criteria. Any appeal from the interpretations and decisions of the secretary of the Commission shall be made to the Executive Committee.

Section 6. The Commission on Research and Service.

The Commission on Research and Service shall consist of twenty-four persons; twelve from member colleges and universities and twelve from member secondary schools. These shall be elected by the Commission subject to the approval of the Association for a period of three years, four members of each group to be elected annually. No member of this Commission shall serve for more than two consecutive three-year terms.

The officers of the Commission on Research and Service shall be a chairman, a vice chairman, and a secretary. These officers shall be elected by the Commission in accordance with its own policies and regulations, but subject to the limitations imposed by the constitution. All officers of the Commission shall be selected from among those who are members of the Commission, and it shall be understood that the term of each officer shall not extend beyond the date of the expiration of his term as a member of the Commission.

There shall be a Steering Committee whose membership shall be determined by the Commission in accordance with its own policies and regulations.

The Commission on Research and Service shall initiate, plan, and carry forward studies in the fields of educational and institutional research and service pertaining to universities, colleges, and secondary schools, subject to the approval of the Executive Committee; shall, subject to the approval of the Executive Committee, engage in such research, study, and activity as either of the other commissions may request; shall engage in such research, study, and activity as the Executive Committee may request; shall report its findings to the appropriate commission or commissions and to the Association, as directed by the Executive Committee; shall submit its proposed budget to the Executive Committee for approval; shall submit to the Executive Committee for final approval by the Association the list of individuals elected to membership by the Commission; and shall furnish leadership in interpreting its research findings and in focusing attention on those problems which are in need of consideration.

During the interval between the Annual Meetings of the Association, the necessary work and business of the Commission on Research and Service shall be administered by a committee consisting of the officers of the Commission.

Section 7. Nominating Committee.

Prior to each Annual Meeting of the Association, the president shall appoint, subject to the approval of the Executive Committee, a committee of five persons whose duty it shall be to nominate properly qualified persons for election to the offices of president and vice president, to membership on the Executive Committee, and to any office not elsewhere provided for by the constitution. The announcement of these nominations shall be made during the first session of the Association held during the Annual Meeting, but election shall take place during a later session. Independent nominations may be made upon the written petition of any ten persons who are members of the Association or official representatives of member institutions. The list of persons so nominated shall be filed with the secretary of the Association not later than twelve hours prior to the opening of

the session during which the election of officers is to take place.

Section 8. The Editorial Board.

The Editorial Board shall consist of the president, secretary, and treasurer of the Association, the secretaries of the commissions, and a managing editor selected by the Executive Committee.

ARTICLE V. MEETINGS

There shall be an Annual Meeting of the Association at such time and place as may be determined by the Executive Committee and approved by the Association. Meetings of the various commissions shall be held during the week of the Annual Meeting of the Association. Other meetings of the Association and/or other meetings of any commission may be held when such meetings are authorized by the Executive Committee and approved by the Association.

ARTICLE VI. FEES

An annual fee shall be paid by each member university, college, and secondary school. The amount of the fee shall be fixed by the Executive Committee, subject to the approval of the Association.

Member universities, colleges, and secondary schools are entitled to have the services of the Association and to receive the NORTH CENTRAL ASSOCIATION QUARTERLY and/or such other publications as may be authorized for distribution.

ARTICLE VII. THE RIGHT TO VOTE

Section 1. Only members of a commission shall have the right to vote at official meetings of the commission of which they are members.

Section 2. All votes at official meetings of the Association shall be by member universities, colleges and secondary schools. Each member university, college, and secondary school shall have only one vote on any question before the Association, and this vote shall be cast by an officially designated representative.

ARTICLE VIII. QUORUM

Fifty voting members of the Association shall constitute a quorum for conducting business at any official meeting of the Association.

ARTICLE IX. AMENDMENT

This constitution may be amended by a three-fourths vote of the voting members at any official meeting of the Association, providing that a printed notice of any proposed amendments has been sent to each individual who is a member of the Association and to each member university,

college, and secondary school at least two weeks prior to the date of said meeting.

ARTICLE X. PROCEDURE

Parliamentary procedure in all meetings of the Association and of the commissions shall be in accordance with *Robert's Rules of Order*.

PUBLICATIONS OF THE NORTH CENTRAL ASSOCIATION¹

- I. **THE NORTH CENTRAL ASSOCIATION QUARTERLY.** Editorial Office, 4012 University High School Building, University of Michigan, Ann Arbor, Michigan
- II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service
 - A. Unit Studies in American Problems—a new and challenging type of classroom text materials sponsored by the Committee on Experimental Units for the use of students in high school social studies classes. American Education Press, 400 South Front Street, Columbus 15, Ohio.
 1. *Why Taxes? What They Buy for Us*, by EDWARD A. KING
 2. *Civil Service: Our Government as an Employer*, by CHESTER C. CARROTHERS
 3. *Democracy and Its Competitors*, by EARL S. KALP and ROBERT M. MORGAN
 4. *Housing in the United States*, by ARCHIE W. TROELSTRUP
 5. *Government in Business*, by MARY P. KEOHANE
 6. *Defense of the Western Hemisphere*, by EARL S. KALP and ROBERT M. MORGAN
 7. *Youth and Jobs*, by DOUGLAS S. WARD and EDITH M. SELBERG
 8. *In the Service with Uncle Sam*, by EARL S. KALP
 9. *Latin America and the World Struggle for Freedom*, by RYLAND W. CRARY
 10. *Conservation of Natural Resources*, by CONWAY L. RHYNE and ELLSWORTH E. LORY
 - B. Unit Studies for Better Learning—McGraw-Hill Book Company, New York.
 1. *Sprouting Your Wings*, by Bruce H. Guild
 - C. Pamphlets produced as outgrowths of committee studies and projects.
 1. A Study of Teacher Certification
 2. Better Colleges, Better Teachers, The Macmillan Co. New York
 3. A Study of In-Service Education
 4. *Attacking Reading Problems in Secondary Schools* (A new type of publication for teachers; a practical guide for classroom practices).
 5. *Developing Intergroup Relations in School and Community Life*
 6. Better Teaching Through Audio-Visual Materials, by the *Subcommittee on Audio-Visual Study*. (Ten cents.)
 7. Report of the Self-Study Survey of Guidance Practices in North Central Association High School for the School Year 1947-48," by the *Subcommittee on Guidance*. (Ten cents.)
 8. Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling—Information about Pupil
 - D. Syllabus—*Functional Health Teaching*, by LYNDA M. WEBER. Published and distributed by Ginn and Company, Chicago
- III. Publications of the Commission on Secondary Schools. Distributed free to members of the Commission and member schools
 - A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*
 - B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications of the Commission on Colleges and Universities. Available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
 - A. *Revised Manual of Accrediting*, July, 1941. \$2.00 (unbound)
 - B. *Home Economics in Liberal Arts Colleges*, by CLARA M. BROWN. Published 1943, under joint sponsorship with the American Home Economics Association. \$1.00
 - C. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge
 1. "Statement of Policy Relative to the Accrediting of Higher Institutions, Operation of the Accrediting Procedure," July 1, 1941

¹ Unless otherwise indicated, address communications to the Executive Secretary, North Central Association of Colleges and Secondary Schools, Administration Building, University of Nebraska, Lincoln, Nebraska.

2. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities
 3. "Principles of Freedom in Teaching and Research." An extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*
 4. "Report of the Committee on Physical Education and Athletics," June, 1933
 5. "Conditions Surrounding the Offering of the Master's Degree," by E. B. STOFFER, October, 1937
 6. "Professional Education in Physical Education," by D. OBERTEUFFER, April, 1940
 7. "Nursing Education in Higher Institutions of the North Central Association," by LUCILE PETRY, April, 1941
 8. "Survey of Music Education in the North Central Association," by ALBERT REIMEN-SCHNEIDER, October, 1941
 9. "The Institutional Purposes of Seventy-five North Central Colleges," by MELVIN W. HYDE and EMIL LEFFLER, January, 1942
 10. "The Offerings and Facilities in the Natural Sciences in the Liberal Arts Colleges," by ANTON J. CARLSON, October, 1943
 11. "Report of the Committee on Postwar Education," April, 1946
 12. "Faculty Status in Member Colleges and Universities of the North Central Association of Colleges and Secondary Schools, 1945-46," by JOHN H. RUSSEL and NORMAN BURNS, April, 1948
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies
- A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 744 Jackson Place, Washington 6, D. C. \$5.00.
 - B. Publications of Cooperative Study of Secondary School Standards. Available from 744 Jackson Place, Washington, D. C.
 1. *How to Evaluate a Secondary School* (1940 Edition), paper, \$1.10
 2. *Evaluative Criteria* (1940 Edition), paper \$1.10; set of separate pamphlets \$0.10 each
 3. *Educational Temperatures* (1940 Edition), \$1.25
- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage.